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ABSTRACT

Readiness activities for entry into first grade are outlined and discussed in this teacher's guide for planning and implementing a relevant curriculum for early childhood. Designed to focus on language, mathematics, science, and social studies, the activities described are divided into two major subject areas: language and mathematics. The activities are arranged in a hierarchical sequence from simple to complex, with general objectives of the comprehensive readiness program listed. Specifically, the language category is subdivided into verbal language, reading readiness, and writing readiness. Mathematics is subdivided into concepts of size, shape, and quantity. Objectives are given for each major subject area, and all activities in each subcategory are organized according to objectives, materials needed, and procedures. Some activities are detailed, along with variations, worksheet information, alternatives, and cross references. (BJD)

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SCHOOL READINESS

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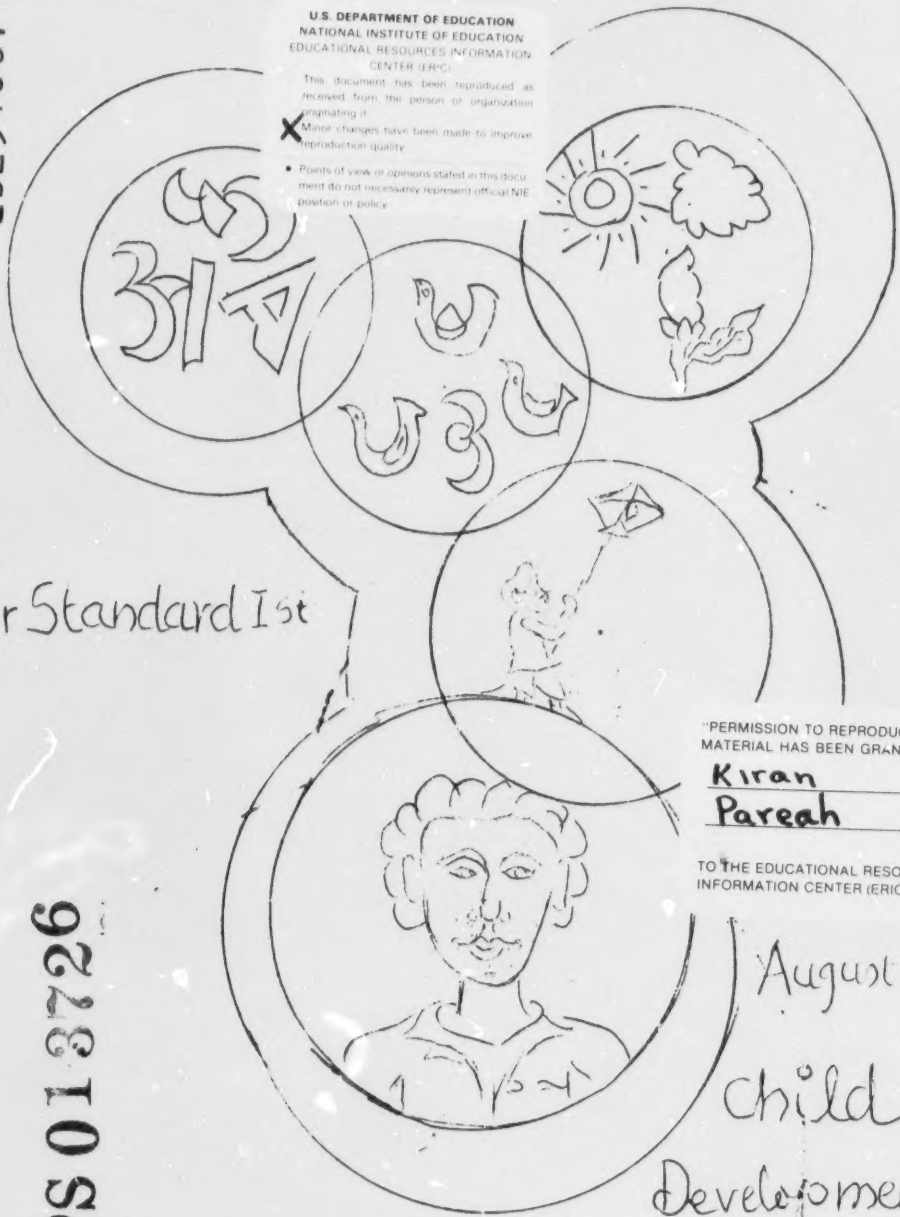

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August '80

Child Development Department

Faculty of Home Science

M.S. University, Baroda.

In Collaboration with Baroda Muni. Corp.

READINESS FOR FIRST GRADE*

ACTIVITIES AND EXPERIENCES

DEPARTMENT OF CHILD DEVELOPMENT
FACULTY OF HOME SCIENCE
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*Compiled by Ms. Rajni Gupta for the masters dissertation submitted to Child Development Department, April 1980.

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Production of activities for children can be a challenging behaviour with reliance on many sources and ideas. The comprehensive readiness programme developed herein has utilized many resources. Chief among them are the various dissertations from the Child Development Department, especially those dealing with readiness programmes and activities with young children. Special mention must be made of the work of Ms. Bina Desai, Ms. Kiran Parekh, Mrs. Aruna Dave and Ms. Gita Dhawan. Ms. Rajni Gupta compiled the activities and organized the same into a comprehensive programme for her dissertation. This booklet is an outcome of the programme developed by her. We are indeed greatful to all of these individuals and especially to Ms. Rajni Gupta.

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INTRODUCTION

The importance of readiness activities for entry into first grade can hardly be denied. The need and importance of a viable readiness programme is self-evident. As children are our important assets, their care and welfare implies a provision for a 'better start' at the school entry stage.

The major aim of this booklet is to present such a programme so that the teachers can find the requisite ideas and guidance for planning and implementing a relevant and a meaningful curriculum for 'readiness'.

The activities of the programme are divided into three major components namely: Language, Arithmetic and Science and Social Studies. The activities are arranged in a hierarchical sequence from simple to complex with suggestions and alternatives in terms of methods and materials; so that a teacher can plan a programme in accordance with the needs of the children.

It is hoped that the booklet will aid teachers in planning programmes for children in accordance with their developmental needs.

General Objectives of the Comprehensive Readiness Programme

1. To enhance responsiveness to intellectual challenge.
2. To promote the development of logical thinking processes.
3. To foster emotional and social development.
4. To foster the development of language systems.
5. To attain competency and personal autonomy.
6. To allow children to follow their growth patterns in a developmental sequence.
7. To promote a better understanding of the world.
8. To enhance the ability to think critically in objective, abstract, and hypothetical terms.
9. To enhance the development of a positive attitude towards learning as a foundation for future schooling.

LIST OF ACTIVITIES

I(L) LANGUAGE

I. LANG:VERBAL - Verbal Language

II. READING READINESS

(a) R:INT - Developing an interest for reading.

(b) LAT. - Laterality : Developing an understanding that reading and writing is done from left to right.

(c) AUD:DIS - Auditory Discrimination.

(d) VIS:DIS - Visual Discrimination.

(e) AUD & VIS:
DIS - Auditory and Visual Discrimination.

III. WRITING READINESS

VIS:MOT - Visual-Motor Co-ordination.

II(M) MATHEMATICS

I. CONCEPT OF SIZE

(a) SZ:DIS - Size Discrimination.

(b) SZ:MES - Size Measurement.

(c) SZ
1-1:COR - One to one correspondence by Size.

II. CONCEPT OF SHAPE

(a) SH:M - Shape Matching.

(b) SH:DIS - Shape Discrimination.

(c) SH:RECOG- Shape Recognition.

(d) NAT:SH - Shapes in Natural Objects.

(e) SH:PUZ - Shape Puzzles.

III. CONCEPT OF QUANTITY

(a) QTY:TH - Quantitative Thinking.

(b) WT:DIS - Weight Discrimination.

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(c) OBJ:COUNT - Object Counting.
(d) OBJ:CO
1-1:COR - One to one Correspondence by counting objects.
(e) ORD:POST- Ordinal Position.
(f) NO:MAT - Number Symbol Matching.
(g) NO:RECOG- Number Recognition.
(h) NO:RECOG & SEQ - Number Recognition and Sequencing Number Symbols.
(i) NO:MEM - Number Memory.
(j) ADD - Addition.
(k) ADD & SUB- Addition and Subtraction.
(l) SUB - Subtraction.
(m) CON - Conservation.

III(S). SCIENCE AND SOCIAL STUDIES

I. Self, Family, Home, and Neighbourhood.
II. The City we Live in.
III. Human Body.
(a) Parts, Functions and needs.
(b) Foods that we eat.
(c) Fruits and Vegetables.
(d) Personal Cleanliness.
(e) Personal Safety.
IV. SENS:PER - Sensory Perception.
(a) Tactile Discrimination.
(b) Auditory Discrimination.
(c) Smell Discrimination.
(d) Taste Discrimination.
V. COLOUR
VI. AIR
VII. WATER - Sources, Properties, Rain, Uses, Purification, Floating and Sinking, Solubility/Insolubility.
VIII. LIVING NON-LIV - Living and Non-living.
(a) Animals.
(b) Plants.
IX. TIME - CONCEPT OF TIME
(a) Daily Routine.
(b) Parts of the Day.
(c) The Hour.
(d) Yesterday, Today, and Tomorrow; & Days in a Week.
(e) Seasons.
(f) Months and Festivals.
X. COMMUNITY HELPERS.

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LANGUAGE READINESS

OBJECTIVES FOR READINESS IN LANGUAGE

1. To promote a better understanding of the world and its people.
2. To promote language skills.
3. To promote the ability to relate to others in a meaningful manner.
4. To develop a positive attitude towards formal curriculum of a school, and find more meaning in it.
5. To develop readiness in reading and writing skills.

VERBAL LANGUAGE

VERBAL LANGUAGE - OBJECTIVES

1. To promote the development of verbal language skills.
2. To develop social interaction skills via use of language.
3. To promote the development of self-confidence, feelings of security.
4. To develop bases for reading and writing readiness via familiarity with verbal expressions, vocabulary development etc..
5. To promote the ability to find meaning in the world around him.
6. To develop logical thinking processes.

L(1)

LANG:
VERBAL INFORMAL TALK

OBJECTIVES:
1. To promote the development of verbal language skills.
2. To promote development of self-confidence.
3. To provide an opportunity for self-expression.
4. To provide an opportunity for socialization via sharing of ideas and conversation.
5. To promote the development of certain concepts.
6. To develop the ability to think and speak in a logical sequence.
7. To develop the ability to wait for his turn.
8. To promote the development of listening skills and attention span.

MATERIALS: None.

PROCEDURE: Let children talk informally among themselves or with you. A child may have brought something from home to show to the group; encou- [illegible]

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Hints for the Teacher: During the informal session, encourage children to narrate their experiences, encourage them to listen to the others patiently, to wait for their turn, to discuss how they spent their weekend or vacation. Five to ten minutes of such a session everyday also helps the children to gradually settle down in the class when they come from home.

L(2)

LANG:
VERBAL STORIES

OBJECTIVES:
1. To develop verbal language.
2. To promote the development of certain concepts.
3. To enhance vocabulary and pronounciations.
4. To enhance the development of listening skills.
5. To increase attention span.
6. To promote the ability to think in a logical sequence.
7. To provide opportunity for emotional release.
8. To develop an ability to empathize (by identifying with the characters).
9. To provide an opportunity for enjoyment and self-expression.

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MATERIALS: Flash-cards, puppets, picture story-books, mobiles, stuffed toys (a story can also be narrated without any of these props.)

PROCEDURE: Select stories appropriate for the age group, such as; animal stories, stories of fantasy, stories involving little children, fairy tales, folk tales and humorous stories.

Hints for the Teacher: For the story to be more effective, meaningful and comprehendible; emphasize new words, different concepts such as colour, size, etc. wherever possible, as long as the link in the story is not broken. Relate the story wherever possible to children's real life experience. Ask questions to draw their attention on certain facts, especially when in doubt whether they are understanding or listening. Shy, withdrawn children may also open-up during story and song sessions, so make best of the opportunity to help them get adjusted and feel secure and self-confident.

After completing a story, the pictures could be shown to the children and they can be asked to describe what they see. Flash cards can also be used as action pictures. Children can be asked to guess what may have happened before, what is happening now, and what may happen next, by looking at any one of the flash cards. Flash cards can also be used as sequence cards where children have to arrange the randomly ordered cards in a logical

Picture story books also help in creating a desire to read and promote logical and sequential thinking.

Children's story books have many values and should be included in the programme as often as feasible.

L(3)

LANG: VERBAL SONGS

OBJECTIVES:
1. To promote the development of different concepts.
2. To promote the development of vocabulary.
3. To improve pronounciation of words.
4. To improve the ability to identify rhyming words.
5. To provide an opportunity for enjoyment.
6. To develop self-confidence.
7. To develop a sense of rhythm.
8. To provide opportunity for emotional outlet.

MATERIALS: Not necessary (may have some pictures for a couple of songs to make it more interesting). Musical instruments if used can add immensely to the singing sessions.

PROCEDURE: Sing a short, simple rhyme in front of the children and ask them if they also wish to sing, ask them then to explain the song, and to sing after you.
Some children who know other songs can be asked to sing them.

Hints for the teacher: Weave actions in songs, wherever possible as it makes it more meaningful, provides opportunity for emotional and physical release, especially after a quiet activity, and also provides a sense of enjoyment and a sense of rhythm as children have to co-ordinate their actions as well as words with that of the others. Songs with numbers, animals, vehicles, etc. also help to promote different concepts through fun and enjoyment.

L(4)

LANG: VERBAL DRAMATIZATION AND ROLE-PLAY

OBJECTIVES:
1. To develop verbal language skills.
2. To enhance the development of social skills, such as co-operation, sharing, working towards a common goal, etc.
3. To promote the development of self-confidence, and the ability to speak in front of a group.

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4. To develop various concepts through different roles played during dramatization.
5. To provide an opportunity for recreation and enjoyment.

MATERIALS: 'Props' in the environment such as chairs and blocks that can become trains, cars, boats or a house; a table which can become a cave; an old tyre that can become a truck, a well or a jeep; a box that can become a petrol pump or a shop. Also things like sarees, kurtas, "dupattas", cap, purse, a doll, some utensils etc..

PROCEDURE: Provide such materials in the environment, at least occasionally, if not daily and look what happens:

VARIATION: When a project such as 'doctor' is being discussed in the class, a child can be asked to volunteer and play the role of a doctor, another - a patient, and third - a nurse. Similarly, proceed for postman, milkman, carpenter, etc..

Hints for the teacher: Be alert as to how you can promote different concepts as the children are playing, dramatizing etc. in a way which children would enjoy.

L(5)

LANG:
VERBAL DEVELOPING INITIAL SIGHT VOCABULARY

OBJECTIVES:
1. To develop the initial sight vocabulary.
2. To develop the ability to identify pictures of familiar objects.

MATERIALS: A chart having pictures of familiar objects, coupled with the respective names written underneath.

PROCEDURE: Mount the chart on the wall. Ask one child at a time to point to different objects. Emphasize on the pronounciation of each word.

L(6)

LANG:
VERBAL OBJECT DESCRIPTION

OBJECTIVES:
1. To promote the ability to describe the characteristics of an object - their physical properties and their functions.
2. To develop the ability to verbalize and express thoughts.

MATERIALS: Different objects such as a ball, a nail,

a pair of scissors, a knife, a pen, a picture of an animal, bird, fruit, vegetable, etc. (Just about any thing in the environment will do).

PROCEDURE: Show one object at a time to the group and ask questions like - What is this? What is it's colour? Shape? What do you do with it? What is it made of?
Similarly, proceed with the other objects or pictures.
As an example refer Worksheet No.64.

Hints for the teacher: This activity can be made as complex as a teacher wants it to be to meet the needs of the children. Children in a large class may be divided into groups and children themselves can conduct the activity. Encourage children to speak in complete sentences. eg. encourage him to say "This is a chalk", rather than saying, "chalk".

L(7)

LANG:
VERBAL OBJECT DESCRIPTION (FAST/SLOW)

OBJECTIVE: To develop the concepts of fast and slow.

MATERIALS: Pictures of things that go fast eg. bus, truck, autorickshaw, car, train, aeroplane, rocket; pictures of things that go slow eg. turtle, an old lady with a stick, baby crawling.

PROCEDURE: Show them pictures of things that move fast and ask them: "Does this move fast or slow?" Talk about why people use fast-moving vehicles. Now show them pictures of things that move slow and discuss why somethings eg. an old lady with a stick, a baby crawling are slow.
Ask children to find objects or pictures in the classroom that move slow or fast.

L(8)

LANG:
VERBAL PART AND WHOLE

OBJECTIVES: 1. To develop the ability to analyze relationships between objects.
2. To develop the ability to match part of an object to the whole object.

MATERIALS: Pictures pasted in two rows on a large chart paper, such that one row has a part of the

object or thing and the other row has the whole object e.g.

Leaf	Horse
Face	Wagon
Horse's tail	Flower
Wheel	Brick wall
A Petal	Tree
Brick	Human figure

Worksheets could be prepared on a similar line.

PROCEDURE: Mount the chart on the wall. Tell the children that there is some relationship between objects on the left side and those on the right eg. "Leaf is the part of a tree". Similarly, ask them to match other objects say: "can anybody tell me, what will match with the face". Proceed similarly with the other pictures. Then point to a picture in the right row and ask them to match them with their parts in the left row.
Now give the Worksheets to the children and ask them to connect pairs of objects that go together either by a line joining them, or by colouring them alike.

L(9)

LANG:
VERBAL CLASS DISCRIMINATION

OBJECTIVE: To develop the ability to categorize objects by class.

MATERIALS: Pictures of different classes of objects eg. animals, birds, furniture, utensils, fruits, vegetables, plants, cutting instruments (scissors, blade, knife, axe, saw), objects related to reading and writing (pen, pencil, rubber, ruler, notebook, story book, slate), garments (knicker, shirt, frock, blouse, vest, skirt, pants), games' equipment (bat, ball, racquet, shuttle cock), transport vehicles, objects associated with a kitchen (paste each picture separately on a cardboard, backed with sandpaper), flannel-board.

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PROCEDURE: Mount one class pictures on the flannel board and ask children to identify each picture and to say what is common about them (eg. all are means of transportation).

with other classes of pictures.
Now mount one class of pictures, and one picture that does not belong to the class. eg. a frock, a shirt, a vest, and a bat. Ask them to identify the odd one out.
Let a group of about five children handle the assortment of pictures and let them classify them.

WORKSHEETS: Worksheet could be prepared wherein there are two rows of pictures and children have to connect pairs of pictures that belong to the same set. e.g.

Plate	Dog
Skirt	Crow
Goat	Knife
Pigeon	Glass
Scissors	Shirt
Pencil	Cycle
Rickshaw	Pen

Also refer Worksheets No67 and 68.

L(10)
LANG:
VERBAL

LIKENESSES AND DIFFERENCES IN OBJECTS

OBJECTIVES:
1. To develop the ability to classify objects according to their common attributes.
2. To develop the ability to analyze the likeness and differences among objects.

MATERIALS: Pictures of pairs of objects that have atleast one common attribute eg. sun and moon (both are in the sky, are round but one is hot and orange in colour, while the other is not), scissors and knife (both are tools for cutting but scissors is used for cutting cloth, whereas knife is used for peeling and cutting vegetables), bird and aeroplane (both fly in the air, but one is a bird or living things, the other is a vehicle, an inanimate object).

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PROCEDURE: Show one set of pictures at a time. eg. sun and moon. Ask them to identify each picture, to tell you what is common in the two objects, how are they different. You may demonstrate the first time.
Now show a set of pictures along with one that does not belong to the set. eg. sun, moon

and boat and ask them to find the odd one out, giving the reason for the same. Distribute worksheets and ask children to mark the picture that does not belong to the set.

L(11)

LANG:
VERBAL FUNCTIONAL RELATIONSHIPS

OBJECTIVES:
1. To develop the ability to analyze the relationship between things.
2. To develop the ability to match things that are conceptually related.

MATERIALS: Flannel board, pictures of pairs of objects that are functionally related (mounted on cardboard, backed with sandpaper).

eg. Lock and key
Hen and egg
Needle and thread
Eyes and spectacles
Notebook and pencil
Skirt and blouse
Pant and shirt
Shoes and socks
Kite and string
Cow and milk
Jug and water
Desk and chair.

PROCEDURE: Mount the pairs of objects and ask how they are related. Now pair them randomly and ask children to correct them and ask why they feel two particular objects should go together eg. Why lock and key should go together, why not lock and shoes. Distribute the worksheets and ask children to connect objects that go together (or to colour objects that go together with the same colour). Illustrate by one example.

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Also refer Worksheets No.65 and 66.

L(12)

LANG:
VERBAL DIRECTIONAL AND RELATIONAL CONCEPTS

OBJECTIVES:
1. To develop verbal skills.
2. To develop the concepts of different prepositions (directional and relational

3. To develop the ability to follow instructions.

MATERIALS: Objects in the environment.
Supplementary materials: Pictures depicting the position of an object eg. a ball on the table, in the box under the chair, near the book, etc.

PROCEDURE: As in 'Following Directions' (Activity No.L19), give instructions to children with different directional words such as in, out, on, under, above, below, up, down, across, into, through. eg. Put the ball into the box, and the box under the table.
Move from simple, one level instructions to more complex instructions.

VARIATIONS: The concepts could also be enhanced through the games'follow the leader' and "Simon says" during outdoor play. eg. Simon says - climb up the slide, slide down the slide, walk across the playground, jump over the hedge, put your right hand under your chin, put your finger on your nose.

WORKSHEETS: Worksheets similar to pictures described under 'Materials' could be made, and children can be asked to colour, or put a cross as instructed eg. Put a cross on the ball that is under the table. Emphasize the prepositions as you give the instructions.

L(13)
LANG:
VERBAL

MEMORY GAME

OBJECTIVES: 1. To enhance the development of verbal language skills.
2. To develop the ability to recognize objects.
3. To enhance the development of memory.

MATERIALS: Objects from the classroom.

PROCEDURE: Place about six to eight objects on a low table and ask the children to identify each. Now, say: "I am going to hide one of these objects. One of you tell me which is missing." Hide the objects with a large register or a newspaper so that children cannot see (or ask children to close their eyes), and remove one

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and ask them to identify missing object. The children can be encouraged to answer in complete sentences. Repeat as above for other sets of objects.

L(14)

LANG:
VERBAL PICTURE RIDDLES (VERBAL AND VISUAL CLUE)

OBJECTIVES:
1. To promote the ability in the child to recognize objects by verbal clues.
2. To develop visual discrimination skills.
3. To promote verbal skills.

MATERIALS: Pictures of different objects like animals, birds, vehicles, fruits and vegetables, and play equipment backed with sand paper, flannel board.

PROCEDURE: Mount all the pictures on the flannel board. Give clues to the children about any particular picture eg. "It has four legs. It has two ears. It loves to chase cats. It guards the house against thieves. It says Bow-Wow. What is it"? Let children guess after each clue. Proceed with other pictures as above. Later, have children describe objects and others guess. The game thus can start with pictures and later be based only on verbal descriptions.

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L(15)

LANG:
VERBAL PICTURE RIDDLES (VERBAL CLUE)

OBJECTIVES:
1. To enhance the ability to recognize and describe objects.
2. To promote verbal language skills.
3. To promote the development of self-confidence.

MATERIALS: Pictures of common objects mounted on cardboard, suggestions: fruit, vehicle, animal, bird, play equipment.

PROCEDURE: Do not show the pictures to the children. Give clues regarding the object in the picture eg. Physical characteristics, functions or uses, where found, etc.. eg. "This animal has a short-tail, but long trunk, and is gray in colour. What is it?" When a child guesses correctly, give him the picture. When all pictures are guessed, let each child

his picture to the group and ask, "What is this?" Encourage the children to answer in complete sentences.

L(16)

LANG: VERBAL

SEQUENCING ACTIVITIES

OBJECTIVES:
1. To enhance the development of logical and sequential thinking.
2. To promote development of verbal language skills.
3. To promote the ability to 'read' pictures.

MATERIALS: Flannel board, four to six pictures showing various sequences of an activity. or a story, eg. Picture of a child in bed, getting up, brushing his teeth, bathing, dressing, combing his hair, going to school.

PROCEDURE: Mount one picture on the flannel board and ask the child to describe it, put the second, third and so on and ask the child to describe each in a sequence. Now put the pictures in an illogical sequence and ask the child: "Is this how it should be? What might be a better way to put these pictures?"
Proceed as above with the other sets of pictures or stories or flash cards.

L(17)

LANG: VERBAL

ACTION PICTURES

OBJECTIVES:
1. To promote the development of verbal language skills.
2. To enhance logical and sequential thinking processes.
3. To enhance the ability to read a picture.
4. To promote divergent thinking.

MATERIALS: Action pictures mounted on card board eg. a child fallen from his bicyle, a child in bed with a doctor by his side, a man running with a suitcase in his hand, etc. (can be collected from old magazines pictures, or worn-out story-books).

PROCEDURE: Hold up a picture, and ask the child to describe what is happening in the picture. Say: "Tell me about the picture." "What is the child doing?" "Why do you think he is doing

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this?" "What might happen next?" Encourage the child to answer in complete sentences. Keep recordings of the children's answers on the black board, and read them back to them.

L(18)

LANG:
VERBAL STORY TELLING (BY CHILDREN)

OBJECTIVES:
1. To enable the child to form associations between talking, writing, and reading.
2. To promote language development.
3. To promote the development of divergent thinking.
4. To enhance the development of the child's self-confidence and self-expression.
5. To promote the development of logical and sequential thought processes.

MATERIALS: An action picture depicting a child in action.

PROCEDURE: Mount the picture on the board. Ask the child to narrate a story by describing what may have happened before, what is happening now, and what may happen next. Record what the child says on the blackboard and read it aloud after he has finished, pointing by a ruler, emphasizing that reading matter is written from left to right.

L(19)

LANG:
VERBAL FOLLOWING DIRECTIONS

OBJECTIVES:
1. To develop the ability to follow directions.
2. To promote auditory discrimination skills.
3. To enhance the development of memory.

MATERIALS: Objects in the classroom.

PROCEDURE: Tell the children: "We will play a new game. I will give one of you certain instructions to follow, the others will watch. Everybody will get his turn."
Start with one level instructions, like, "Shut the door; pick up the block; bring a glass of water", etc., where only one direction is given. Gradually move on to two level directions like, "Shut the door and open the windows; shake the rattle, and put it on the table; wipe the blackboard and put the duster in the cupboard." Continue until the group

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Gradually move on to three level instructions, such as: "Pick up the block, put it in the cupboard and close the cupboard.

ALTERNATIVES: You can ask one child to follow your instructions, then ask him to choose someone else and let him give the instructions. When children are outside, give directions, such as: take two big steps, jump, and sit down.

READING READINESS

READING READINESS - OBJECTIVES

1. To develop auditory-discrimination skills.
2. To develop visual-discrimination skills.
3. To develop an interest in reading.
4. To develop the concept of laterality.
5. To develop the concept that reading matter is written and read from left to right.
6. To promote an avenue for effective learning.
7. To promote child's success in other components of schooling, namely, writing, arithmetic, science, and social studies.

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L(20)

R:INT LISTENING TO STORIES

OBJECTIVES: To enhance a desire in the child to read printed matter.

CROSS REFERENCE: Refer Activity L(2).

L(21)

R:INT LOOKING AT BOOKS AND CARDS

OBJECTIVE: To create a desire to read.

MATERIALS: Old greeting cards of different pictures, textures, colours, coupled with a line or two of text; picture books.

PROCEDURE: Allow the children to look at the different cards and to feel the textures (children may also be allowed to make a scrap book of greeting cards and other pictures, if there are enough cards and pictures). Picture books could be given to children to look at and handle.

L(22)

R:INT WHAT IS HAPPENING?

OBJECTIVES: 1. To create a desire to read printed matter.
2. To promote development of logical rea-

MATERIALS: Picture story book, or flash cards.

PROCEDURE: Narrate a story without any props. Then show the illustrations in the book or flash cards, and ask them to describe what is happening in each picture. If children are unable to answer, say: "Let us read what happens, here it is written... (read out from the text, moving finger from left to right, with the picture turned towards the children to see).

L(23)

R:INT CHALK TALK

OBJECTIVES:
1. To develop the concept that reading material is talk written down.
2. To create a desire to read.
3. To develop the concept that reading and writing is done from left to right.

MATERIALS: Blackboard, chalk.

PROCEDURE: During informal talk, write down what a child says, as the experience is narrated. Read it out later, moving your finger (or ruler) from left to right as you read it.

ALTERNATIVE: Write down what the child says on a paper, and read it out the next day, again moving the finger from left to right as you read.

L(24)

LAT FOLLOW THE LEADER OR SIMON SAYS

OBJECTIVES:
1. To promote the concept of left and right.
2. To provide a sense of enjoyment in children.
3. To promote the development of physical-motor coordination.
4. To develop in children a strategy for thinking ahead of possible movements which can be modelled.

MATERIALS: None.

PROCEDURE: Children stand in a circle. There is one group leader who initiates an action and the others follow. He catches a child when he makes a mistake. Actions such as the following can be initiated, along with the words:

Simon says .....
... pat your head
... wriggle your fingers
... tap your left foot

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... raise your right hand
... take a small step to the right.

L(25)
LAT "BOOGIE BOOGIE"

OBJECTIVES:
1. To enhance the concept of left and right.
2. To enhance the concept of different parts of the body.
3. To promote the ability to follow directions.
4. To provide an opportunity for rhythmic movements.
5. To provide a source of enjoyment.
6. To develop physical-motor coordination.

MATERIALS: None.

PROCEDURE: Children stand in a circle and follow the children's words and actions as she sings,
"Put your left foot in.
Put your left foot out.
Put your left foot in.
And shake it all about.
Here's 'boogie boogie'
That's what it all is about.
Put your right foot in ..."

L(26)
LAT READING FROM LEFT TO RIGHT

OBJECTIVES:
1. To develop the understanding that reading is done from left to right.
2. To promote sequential thought.

MATERIALS: Sequence cards or flash cards, backed with sand paper; flannel board.

PROCEDURE: Arrange the sequence cards in a sequence, from left to right and ask a child to 'read' it, in a sequence. Ask him - What does the first picture show? What does the second picture show? Emphasize the fact that the cards are arranged from left to right for a sequence.

L(27)
LAT READING FROM LEFT TO RIGHT

OBJECTIVES: To develop the understanding that reading and writing is done from left to right.

CROSS REFERENCE: Refer Activities L(22), L(23).

L(28)

AUD:DIS MUSICAL INSTRUMENTS

OBJECTIVES:
1. To enhance auditory discrimination skills.
2. To develop the ability to identify objects by their sounds.
3. To expose children to a musical experience.

MATERIALS: Steel plate and spoon; cycle bell, tambourine, small bells ('ghungru'), other musical instruments.

PROCEDURE: Play one instrument at a time and ask the children to listen. Ask them to name each instrument. Now hide the instrument behind an object or a screen and ask them to identify the sounds as you play them.

L(29)

AUD:DIS CLINKING OBJECTS

OBJECTIVES:
1. To promote the ability to discriminate between different sounds.
2. To develop the ability to identify objects by their sounds.

MATERIALS: A glass bottle, a spoon, a tin can, a stick, small stones, a match-box, paper, pieces of sand paper, water.

PROCEDURE: Hide the objects behind a screen. Tell the children that you will be making different sounds with different objects, and that they have to identify the objects. Make different sounds like: spoon against an empty bottle, spoon against a tin can, a stick against a bottle and tin can, stones in a tin can, stones in a match box, tearing of a paper, dripping of water, rubbing of two sand papers against each other, etc..
If children cannot identify a particular sound, repeat it, or make it in front of them, and repeat it again, later.

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L(30)

AUD:DIS REPEATING SOUNDS

OBJECTIVES:
1. To develop the ability to discriminate between different sounds.
2. To develop the ability to recognize different sounds.
3. To develop listening skills and enhancement of attention span.

4. To develop the ability to repeat sound sequences.

MATERIALS: None.

PROCEDURE: Make different sounds one after another, eg. clapping in a rhythm, or stamping feet, or clicking of the tongue, and ask the children to repeat the sounds in the same sequence.

ALTERNATIVES: Make sounds with objects behind a screen, one after another (at least three) and ask the children to recall which sound was first, which was second, and which was third. Sounds made by different animals could also be introduced in a similar manner.

L(31)
AUD:DIS RHYMING WORDS

OBJECTIVES:
1. To promote the development of auditory discrimination skills.
2. To promote the ability to identify rhyming words.
3. To develop listening skills.

MATERIALS: Black board and chalk (or a chart with the following written on it, along with illustration where possible - with the following written on the black-board: eg.

This is a hat.
This is a cat.
This is a bat.
This is a girl.
She has a curl.
She has a ball.
I have a doll.
The box is on the table.
The fox is in the forest.
The book is on the table.
The hook is on the dress.
The pin is lying below the dust-bin.

(This can be in any language)

PROCEDURE: Write the sentences on the blackboard (or mount the chart) and read each set of sentences, asking children to identify similar sounding words. Repeat if/when necessary. Later children can be asked to give a rhyming word for the word you call out. eg.

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Hat	Bat
Cry	Dry
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

L(32)

AUD:DIS GROUPING OBJECTS BEGINNING WITH THE SAME SOUND.

OBJECTIVES:
1. To develop auditory discrimination skills.
2. To enhance the development of memory.
3. To promote the ability to identify objects.
4. To enhance the ability to classify objects beginning with the same sound.
5. To promote social development.

MATERIALS: Sets of pictures of objects beginning with the same sound. eg. Ball, Boy, Baby, Book, Bat; Cat, Kite, Cot, Camel, Kettle, etc.

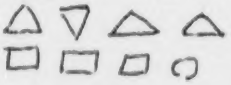
PROCEDURE: Make a group of five children sit in a circle with all the cards in the centre. Give each child, a particular beginning sound and ask them to locate and group picture cards of objects, the names of which begin with that sound.

L(33)

VIS:DIS ODD - ONE_OUT (PICTURES)

OBJECTIVES: To promote the development of visual discrimination skills.

MATERIALS: Sets of four identical pictures or shapes, with one different from the rest, eg.



(Paste sand paper behind each picture or shape); flannel board.

PROCEDURE: Mount different sets of pictures and ask the children to find the identical ones, and to point to the one that is different from the rest; ask them the reason why they feel it is different.

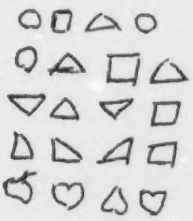
Move from obvious differences to very subtle differences. eg. Pictures of four hens, with one without a beak; four cups, with one without a handle; four cats, with one cat having its tail bent downwards instead of upwards

L(34)

VIS:DIS MATCHING (PICTURES)

OBJECTIVES: 1. To promote the development of visual discrimination skills.
2. To develop the ability to match similar shapes, forms, or colours.

MATERIALS: Different sets of pictures, shapes, colours, sizes, with two identical ones in each shape with sand paper pasted behind each shape; flannel board, eg.



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PROCEDURE: Mount the sets of shape or the flannel board (or draw them on blacboard) and ask one child at a time to point to two identical pictures. Move from simple - those easy to identify to those difficult to identify and complex. Also gradually increase the number of shapes.

CROSS REFERENCE: Refer Worksheets Nos.38, 39, 40, 41, 42, 43 and ask children to colour or cross those that are identical.

Hints for the teacher: Here, the emphasis should not be on how well the child can colour within a shape, but on how well he can identify similar shapes.

L(35)

VIS:DIS ODD - ONE OUT (PICTURES)

OBJECTIVE: To develop visual discrimination skills.

MATERIALS: Pencils or crayons; worksheets (refer worksheet No.37).

PROCEDURE: Ask the children to cross (or colour) the shape that is the odd one out in each row.

Hints for the teacher: Here the emphasis should be not on how well the child can draw a cross or colour within a shape, but on his ability to be able to identify the picture that is different from the rest.

L(36)

VIS:DIS IDENTIFYING MISSING PARTS

OBJECTIVES: To promote the development of visual discrimination skills.

MATERIALS: Sets of two pictures each of common animals,

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of the pictures in each set, having a part missing (i.e. one complete and one incomplete picture in each set). eg.

PROCEDURE: Hold up a set at a time and ask the children- "What do you see in these pictures?" (Ducks) "Are both of them same or are they different?" (Different). "Why is it different?" (One duck's eye is missing).
Similarly proceed with other sets of pictures. Move from simple to complex, with very obvious missing parts, to small, not so obvious missing parts.

L(37)

VIS:DIS IDENTIFYING PARTS OF ANIMALS

OBJECTIVES: 1. To promote the development of visual discrimination skills.
2. To develop the ability to identify the animals to whom the parts of a funny beast belong.

MATERIALS: Picture of a funny beast, eg. mouth of a cow, ears of a donkey, neck of a giraffe, stomach of a zebra, fore-limbs of an elephant, hind limbs of a horse, tail of squirrel, etc..

PROCEDURE: Mount the picture of the funny beast on a flannel board. Tell the children that "We'll be playing a very amusing game today. I have put up a picture, can you identify the different parts? To which animals do the different parts belong?" If children do not understand, give an example which animal has a long trunk in the front, but a short tail at the back? (Elephant).

L(38)

VIS:DIS MATCHING LETTER CARDS

OBJECTIVE: To develop visual discrimination skills.

MATERIALS: Black-board and chalk; two-three sets of letter cards (backed with card board).

PROCEDURE: Distribute the letter cards among the children and tell them not to show them to each other.

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recognize it, giving them clues, eg. The first letter of the word 'goat' begins with this. What could it be? eg.

g - goat
b - boat
c - coat

Ask them if any of them have the same letter with them, and if they do, to come up in the front and show it and also to count the number of children who have the same letter.

L(39)
VIS:DIS MATCHING LETTERS

OBJECTIVES: 1. To enhance the development of visual discrimination skills.
2. To develop the ability to match similar letters.

MATERIALS: Two sets of letter cards (letters written on a white paper, backed with cardboard).

PROCEDURE: Present the cards to a child and ask him to match similar letters and make sets. At a later stage, they can also be asked to identify the letters as they match.

L(40)
VIS:DIS MATCHING LETTERS

OBJECTIVES: 1. To promote the development of visual discrimination skills.
2. To promote eye-hand coordination.

MATERIALS: Pencils, worksheets (Refer worksheet No.44 for an example).

PROCEDURE: Ask children to look at the letter in the letters in the left-hand column, look for a similar letter in the right hand column and to join them. Move from simple to complex, from letters that can be easily discriminated to similar looking letters.

L(41)
VIS:DIS DIFFERENCIATING SIMILAR LOOKING LETTERS

OBJECTIVES: 1. To promote the development of visual discrimination skills.
2. To promote the ability to discriminate and identify similar looking letters.

MATERIALS: Blackboard and chalk (or flannelboard) and

paper. Pictures of objects beginning with similar looking letters.

PROCEDURE: Draw similar looking letters on the board and ask the children to identify them, to form words starting with the letters to emphasize the differences. Also show them the difference in the position of the curves, shapes, etc. eg.

D	O	
Dog	Orange	
Doll	Ogre	
Dot	Oval	
E	F	
Elephant	Frog	
Egg	Fish	
J	T	
Jug	Tub	
Jam	Tin	
M	N	W
Man	Nose	Watch
Mug	Nib	Win
V	Y	
Van	You	
Vicks	Yes	
Z	S	
Zin	Soap	
Zebra	Sheep	

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L(42)

VIS:DIS MATCHING (ALPHABETS)

OBJECTIVES: 1. To promote the development of visual discrimination skills.

2. To develop the ability to match identities.

MATERIALS: Flannel board, different sets of alphabet cards, backed with sand paper, such that two in each set are identical. eg.

A	V	A	Y
B	D	B	O
C	O	D	C
F	E	F	G
O	G	O	G
J	T	L	J
M	N	N	W
P	P	D	O
P	P	D	O
Y			

PROCEDURE: Mount each set on the flannel board and ask the child to point to two that are identical, and to identify them. Move from easily differenciable identities to those that are more complex.

Worksheets on a similar line could be made and children could be asked to circle the identities.

L(43)

VIS:DIS ODD - ONE OUT (ALPHABETS)

OBJECTIVES:
1. To promote the development of visual discrimination skills.
2. To develop the ability to discriminate fine differences in forms.
3. To develop the ability to identify alphabets.

MATERIALS: Worksheets such as the following could be stencilled:

A	A	V	A
B	D	B	B
C	O	C	O
G	G	G	C
D	P	D	D
E	E	F	E
H	H	M	H
N	M	M	M
J	J	T	J
R	R	R	P
U	V	U	U
Y	X	Y	Y
Y	V	V	V
W	M	W	W
W	W	N	W
Z	Z	S	Z
V	A	V	V

PROCEDURE: Children can be asked to circle the odd - one out. They can be asked, why they feel it is different. They can also be asked to identify the alphabets.

Hints for the teacher: Practice in discriminating the odd - one out could first be given on the blackboard, with instructions similar to that given in worksheet.

L(44)

VIS:DIS COUNTING FREQUENCY OF A LETTER.

OBJECTIVES: 1. To promote the development of visual discrimination skills.
2. To enhance counting skills.

MATERIALS: Blackboard and chalk.
eg. B A C B D F B N

PROCEDURE: Draw letters in the above manner on the blackboard, and ask a child to encircle and count the frequency of 'B' in the row.
Similarly, proceed for other letters. Later give them worksheets, on a similar vein.

L(45)

VIS:DIS MARKING WORDS WITH A GIVEN LETTER

OBJECTIVES: To promote the development of visual discrimination skills.

MATERIALS: Blackboard and chalk; worksheets such as:

B

Ball
Apple
Robe

Baby
Cat
Dog

Bat

Bag

PROCEDURE: Write a number of words beginning with a particular letter, eg. 'B' along with other words, not beginning with 'B'. Ask a child to underline or encircle only those words that begin with 'B'. You may ask them to count the frequency of words beginning with 'B'. On a similar line, worksheets could be prepared, and the same procedure, as above could be used.

L(46)

VIS·DIS SIMILAR WORD-ENDINGS

OBJECTIVE: To promote the development of visual discrimination skills.

MATERIALS: Blackboard and chalk; worksheets having words such as:

CAT	MAT
BAT	SIT
CAR	NOT
CAN	

PROCEDURE: Write words ending with a given letter eg. 'T' and ask: "Can you see any similarity in all these words? Look carefully." Point to the last letters, and tell them that all end with 'T'. Now write words, as in the second row, and ask a child to underline words ending with the same letter.

L(47)

AUD & VIS:
DIS BEGINNING LETTER SOUNDS

OBJECTIVES:
1. To enhance the ability to listen for similar beginning sounds in words.
2. To develop the ability to identify the beginning sound and letter.
3. To promote auditory and visual discrimination skills.

MATERIALS: Pictures of objects beginning with a given initial letter; blackboard and chalk (or flannel board and letter boards mounted on sand paper).

PROCEDURE: Show pictures of different objects, the sound of which begin with a particular initial letter, eg. Bat, Ball, Baby, Book, Box, Basket, Bark (of a tree, or a dog), etc. Ask the children to identify each picture. As the children respond, keep writing the different words on the board. Now ask with what sound did each word begin. Underline the first letters, and ask them if anyone can identify the first letter in each word. Repeat this activity for a number of days, gradually introducing new words, beginning with the same letter. eg. bed, bath, buy, etc. Gradually, also introduce words beginning with new sounds and new letters.

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L(48)

AUD & VIS:
DIS SIMILAR SOUNDING LETTERS.

OBJECTIVES:
1. To promote the ability to discriminate finer differences in sounds of letters.
2. To promote the ability to pronounce the difference between similar sounding letters.

MATERIALS: Blackboard and chalk (pictures of the given letters - optional).

PROCEDURE: Write two similar sounding letters 'B' and 'V' on the blackboard along with words beginning with the two letters eg.

Bat	Van
Ball	Vicks
Ban	Van

Emphasize on their pronounciation, the differences in their forms, and the different words and meanings that are formed by both. Proceed similarly with other similar sounding letters, eg. M, N; B, D; D, T, etc.

L(49)

AUD & VIS:

DIS FORMING WORDS WITH A GIVEN LETTER

OBJECTIVES:
1. To promote the ability to distinguish a given letter, by its form and sound.
2. To promote the ability to form words with a given initial letter.
3. To promote the development of vocabulary.

MATERIALS: Pictures of objects, beginning with a given initial letter. Blackboard, chalk.

PROCEDURE: Write the letter on the board and call it out. Ask children to find words beginning with it. Give clues if they are not very responsive eg. What do you do before coming to the school? (Breakfast, bath). What do you use to brush your teeth? (Brush/Daatun).

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L(50)

AUD & VIS:

DIS BEGINNING LETTERS

OBJECTIVES:
1. To promote the ability to identify a given letter by its sound.
2. To promote the ability to identify days of the week, months of the year, seasons of the year, the names of which begin a given initial letter.

MATERIALS: Names of the days of the week, months of the year, seasons of the year written on a chart, in bold letters, or on a blackboard.

PROCEDURE: Mount the chart on the wall and ask: "Can you tell me which is the day of the week that begins with the 's' sound?" (Sunday, Saturday). "Right, both begin with 's'." Similarly, move on to months, and seasons, and other sounds and alphabets.

L(51)

AUD & VIS:

DIS SORTING BEGINNING LETTER OBJECTS

OBJECTIVES: 1. To enhance the ability to relate a letter with its sound in a word.
2. To promote the ability to sort pictures of objects according to beginning letters.
3. To promote visual discrimination skills.

MATERIALS: A set of pictures of objects beginning with a given initial letter along with other beginning letter objects, having the corresponding word written on each picture.

PROCEDURE: Present the assorted pictures to the children and ask them to classify them according to the beginning sounds of the name of the object. At a later stage, the same activity can be given wherein they have to classifying according to beginning letter.

L(52)

AUD & VIS:

DIS IDENTIFICATION OF BEGINNING SOUNDS AND LETTERS

OBJECTIVES: To promote the ability to discriminate and recall a word with a given initial letter, from a group of words.

MATERIALS: Blackboard and chalk (or flannel board and word cards).

PROCEDURE: Write a number of words beginning with a given letter, along with other words. Ask the children: "Look, I am reading out the words. One of you come and mark the words beginning with the same letter and identify the letter." Proceed as above for a number of times. Now, only speak out four to five words, two to three of which begin with the same letter, and ask the children to recall them and to identify the letter as well.
Similarly, speak out a sentence whereform children have to identify a word with a given initial letter.

L(53)

AUD & VIS:

DIS MATCHING LETTERS AND OBJECTS

OBJECTIVES: 1. To promote the development of visual discrimination skills.

2. To enable the child to relate a given letter to words beginning with that letter and sound.

MATERIALS: Picture-cards (pasted on cardboard) of common objects, animals, etc. along with the name of each written beside each, cards with beginning letters of the objects in the pictures.

PROCEDURE: Present the materials to a child and ask him to match letter-cards with the picture letter cards. Also ask him to identify the letter by identifying the object in the picture. eg. If it is a monkey then the beginning sound is 'm' and the beginning letter is M.

L(54)

AUD & VIS:
DIS GROUPING OBJECTS BEGINNING WITH SAME INITIAL LETTER

OBJECTIVES:
1. To promote visual discrimination skills.
2. To promote the ability to identify objects.
3. To promote the ability to group objects beginning with the same letter by relating it to the beginning sound.
4. To promote the ability to work in a group.

MATERIALS: A large assortment of picture-cards of common objects beginning with different initial letters; a set of letter-cards.

PROCEDURE: Make a group of about four children sit in a circle. Keep all the cards in the centre. Ask each child to pick up a letter card at a time and to sort out pictures of objects beginning with that letter, and to group them.

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L(55)

AUD & VIS:
DIS GIVING WORDS BEGINNING WITH A GIVEN LETTER

OBJECTIVES:
1. To promote visual discrimination skills.
2. To enhance vocabulary.
3. To enhance the development of self-confidence.
4. To enhance the ability to relate the beginning sound of an object with a letter.

MATERIALS: Blackboard and chalk; pictures of objects beginning with different letters.

PROCEDURE: Write a particular letter on the board (or just say it) and ask children to give words beginning with that letter. Write down the

Add words and show pictures of some of the objects beginning with that letter. Now ask children to observe the words that they have given and ask them if they think that all of them begin with the same letter, or are there any that do not. Emphasize on the pronounciation of the letter and word.

L(56)

AUD & VIS:
DIS RECOGNIZING LETTERS

OBJECTIVES:
1. To develop visual discrimination skills.
2. To provide an opportunity to learn the week-days.

MATERIALS: Blackboard and chalk.

PROCEDURE: Daily, write down the day of the week, ask a child to read the letters. Read the word, lay stress on its pronounciation, ask which day will it be the next day, etc. Similarly, proceed for the months of the year.

L(57)

AUD & VIS:
DIS RECOGNIZING LETTERS

OBJECTIVES:
1. To promote the development of visual discrimination skills.
2. To promote the development of auditory discrimination skills.
3. To develop the ability to recognize letters.
4. To develop self-confidence.

PROCEDURE: Four to five sets of letter cards (backed with cardboard).

PROCEDURE: Distribute the cards among the children, such that each child has atleast about four different letters with him. Ask the children to spread out their letter-cards in front of them so that all of them can be seen at a time. Call out a letter, giving a word beginning with it along with it. eg. B - Ball. The children have to look into their cards and identify if they have the letter and to show it to the group, by coming up in the front. At a later stage, the letter can be called out, without any illustrative example of a word beginning with it. At a still later stage the game can be played with similar

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sounding and similar looking words.
Similar sounding: eg. D, T; G, J

Similar looking: eg. B, D, C; V. Y

L(58)

AUD & VIS:
DIS RECOGNIZING LETTERS

OBJECTIVES: 1. To develop auditory and visual discrimination skills.
2. To develop the ability to recognize letters.

MATERIALS: Pencils; worksheet such as the following:

Easy to differentiate:	A	C	F
Similar looking:	M	W	N
Similar sounding:	Q	U	

PROCEDURE: Hand-out the worksheets and pencils to the children. Tell them that you will be calling out a letter and they have to recognise and circle it on the sheet. Say, "Look at the first row of letters (show them)." "Find out 'F' and circle it (give example of a word beginning with that letter. Later say the letter, without any example)". "Now go to the second row ..." Move from simple to complex, from letters that are easily discriminable those that are not, from letters that sound different to those that sound a little similar.

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L(59)

AUD & VIS:
DIS A BEGINNING LETTER OBJECT

OBJECTIVES: 1. To enable the child to identify objects beginning with a given initial letter.
2. To increase the development of the attention span of the child.
3. To promote the child's colour concept.

MATERIALS: Refer worksheets Nos. 50, 51, 52, 54, 55, 57, 58, 59, 61, 62. Crayons.

PROCEDURE: Distribute the worksheets to the children after giving the instructions. You may have to first do the worksheet orally with the children, as they may not follow the instructions. Move from letters that have a distinctive sound of their own to letters with similar sounds. As you move around in the class, you can ask questions, when you feel that the

child knows, but is unable to follow worksheet instructions, also ask about colours that he has used.

L(60)

AUD & VIS:

DIS INTRODUCING WORDS

OBJECTIVES: 1. To develop visual discrimination skills.
2. To develop the understanding that letters written meaningfully together, form words.

MATERIALS: Blackboard and chalk; slates and chalksticks (or papers and pencils).

PROCEDURE: Write two to three letters separately.
eg. C A T

Ask them to identify each letter, and emphasize that they are letters. Now combine the letters as follows: CAT; and tell them that now the letters are written together and form words. Ask them to read each letter again. Now say that since they are words now, each letter will not be pronounced separately, but together, eg. CAT, not C,A,T; not Similarly proceed with other simple words such as: CAT

BAT

FAT

HAT

Hints for the teacher: Emphasize on the pronounciation of each word, the similarities and differences in the pronounciation when the letters are separate, and when, they are combined to form a word.

L(61)

AUD & VIS:

DIS FORMING WORDS

OBJECTIVE: To enhance visual discrimination skills.

MATERIALS: Five sets of letter cards (of the letters that will be used in the activity); blackboard and chalk.

PROCEDURE: Ask a group of five children to form a circle and give each child a set of letters. Write a word on the blackboard, read it aloud, emphasizing on pronounciation and ask them to form the same word by putting the letters together. Proceed as above for other words.

L(62)

AUD & VIS:

DIS IDENTIFYING AND WRITING WORDS

OBJECTIVES:
1. To enhance development of visual discrimination
2. To develop the ability to identify simple words.

MATERIALS: Two sets of word cards, blackboard and chalk, sheets of paper and pencils (or slates and chalksticks).

PROCEDURE: Distribute the word cards, pencils and papers to the children. Say a particular word and ask the children to look into their cards and see if any of them have got a card of that word. Ask the child who has it to come up in the front and show it to the group. Also ask him to write the word on the blackboard, and ask the children to write it on their sheet. Proceed as above with other words.

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L(63)

AUD & VIS:

DIS MATCHING WORDS WITH PICTURES

OBJECTIVES:
1. To promote the development of visual and auditory discrimination skills.
2. To develop the ability to recognize words.

MATERIALS: Pictures of common objects, backed with sand paper; name of the objects in the pictures in large prints or separate cards, backed with sand paper; flannel board.

PROCEDURE: Mount all the pictures on the flannel board, leaving a little space below each picture for the word card. Distribute the word cards to the children. Say, "Look at all the pictures and at the word cards that you have and come and mount the word under the correct picture, one at a time."

WRITING READINESS

WRITING READINESS - OBJECTIVES

1. To develop visual discrimination skills.
2. To promote the development of visual-motor coordination.
3. To develop the understanding that writing is done from left to right, starting from the top-left corner.
4. To develop a positive attitude towards writing.

L(64)

VIS:MOT STRINGING BEADS

OBJECTIVES: 1. To promote the development of visual motor co-ordination.
2. To promote the concept of colour.
3. To promote the ability to socialize.

MATERIALS: A thick string (with one end covered with wax, to serve as a 'needle' or a broad needle) or a plastic wire, large sized beads of different colours, small sized beads of different colours.

PROCEDURE: Make a group of five to six children sit in a circle, each with a plastic wire in her/his hand. Keep the beads in the centre and ask the children to string the beads, as they wish. You may ask them to identify some of the colours as they are stringing. Initially give them large beads for stringing. Later give them smaller sized beads.

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L(65)

VIS:MOT TEARING

OBJECTIVES: 1. To promote the development of visual motor coordinati n.
2. To provide an opportunity for enjoyment.

MATERIALS: Old newspaper or magazine paper.

PROCEDURE: Ask children to tear the papers, first randomly, later along a fold or a line, and still later, along a given shape.

L(66)

VIS:MOT CUTTING

OBJECTIVES: 1. To develop visual motor coordination.
2. To provide a media for self expression.

MATERIALS: Old newspaper, magazine pictures, old cards, small scissors.

PROCEDURE: Give the paper and scissor to the child. In the beginning he will make random slots. Gradually his cuts will have certain direction. When child is able to hold the scissors properly and cut ask him to cut along a given line. Gradually move him to cutting along a given shape.

L(67)

VIS:MOT COLOURING WITHIN SHAPES.

OBJECTIVES: 1. To promote the development of visual discrimination skills.
2. To promote the concept of colour.

MATERIALS: Worksheets (refer Worksheets Booklet), Crayons.

PROCEDURE: Almost all the worksheets can be used. The children can be asked to colour within the given shapes.

ALTERNATIVE: Simple shapes can be drawn with crayon on old newspaper and children can be asked to colour within the shapes.

L(68)

VIS:MOT ODD - ONE OUT (PICTURES)

OBJECTIVES: 1. To develop visual discrimination skills.
2. To develop motor coordination.
a. To develop the ability to hold a pencil or a crayon.
b. To develop the ability to colour within a given shape.
3. To develop the ability to follow directions.

MATERIALS: Crayons, worksheets (refer worksheet No.37).

PROCEDURE: Ask the children to colour the picture that is different from the rest, in each row.

Hints for the teacher: Unlike activity L(35), here emphasis should also be placed on child's ability to colour within a given shape.

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L(69)

VIS:MOT MATCHING SIMILAR SHAPES

OBJECTIVES: 1. To develop visual discrimination skills.
2. To develop visual motor coordination.

MATERIALS: Worksheets (refer worksheet Nos.38, 39, 40, 41, 42, 43), Crayons.

PROCEDURE: Ask children to match identical shapes/pictures and to colour them with the same colour crayon.

Hints for the teacher: Unlike activity L(34) where emphasis was only on the child's ability to match identities, here emphases is also placed on his ability to colour within the given shape.

L(70)

VIS:MOT JOINING DOTS

OBJECTIVES: 1. To enhance the development of visual

2. To enhance the development of finer motor coordination.
3. To provide practice in eye movement from left to right.

MATERIALS: Sheets of paper with rows of dots as follows, crayons, a story book.

PROCEDURE: Hand out the work pages to the children. Ask them what they see on their sheets. Explain to them that dots were written one right after another, in a straight line, in rows. Hand out the crayon and instruct children to place crayon on the first dot in the upper left-hand corner. Point at the dot on your own sheet. Ask them to draw lines from one dot to another, from left to right. Demonstrate. Ask the children to hold up their work to check that they have followed the instructions. Similarly, ask them to do the other rows of dots; keep reminding that they have to draw the lines from left to right. After they have completed, point to words in the story book and read aloud, moving your finger from left to right, and explain how it is similar to what they had been doing.

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L(71)
VIS:MOT TRACING PATTERNS

OBJECTIVES: 1. To promote the development of visual motor coordination.
2. To orient them to the fact that reading and writing is done from left to right.
3. To promote the ability to follow a pattern.

MATERIALS: Colour pencils, worksheets with dotted patterns for tracing from simple to complex, eg.

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PROCEDURE: Hand-out the worksheets to the children, along with the pencils. Ask them what they see on their sheets. Instruct them that they have to trace the patterns, beginning from the top left hand corner, moving from left to right. Demonstrate on your own sheet. Gradually, move from simple patterns to more complex ones, and also increase the distance between dots.

L(72)

VIS:MOT COPYING DESIGNS

OBJECTIVES:
1. To promote the development of visual motor coordination.
2. To develop the ability to follow a pattern.
3. To develop the understanding that reading and writing is done from left to right.

MATERIALS: Pencils, worksheets (refer worksheet Nos. 45, 46, 47).

PROCEDURE: Hand-out the sheets to the children and tell them that they have to look at the design in each block, and copy it exactly. Gradually move from simple designs to more complex ones.

Hints for the teacher: In worksheets (45, 46) point out to the fact that they are writing from left to right, starting from the top left corner.

L(73)

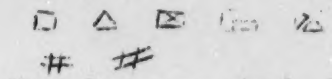
VIS:MOT COPYING DESIGNS

OBJECTIVES:
1. To promote the development of visual motor coordination.
2. To enhance the ability to follow a pattern.

MATERIALS: Plain sheets of paper and crayons or pencils (or slates and chalks) blackboard, chalk.

PROCEDURE: Hand-out the papers and crayons to the child-

ask children to follows you. eg.



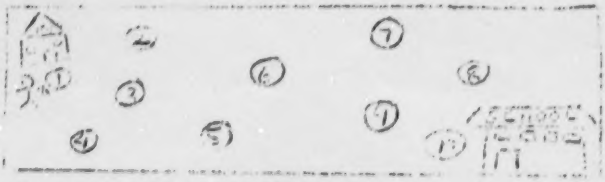
Move from very simple designs, to more complex ones.

L(74)

VIS:MOT FOLLOWING NUMBER DOTS

OBJECTIVES:
1. To develop visual motor coordination.
2. To enhance the development of number skills.
3. To enhance the ability to follow a certain direction.

MATERIALS: Pencils, worksheets such as the following:



PROCEDURE: Hand-out the worksheet, and pencils to the children. Now tell them: "Can you tell me what all can you see on this paper? This is a child, standing near his house. He has to go to school (point to the school), but he has to follow a certain path. He has to go from one number to the next in a sequence. For example, he has to go from 1 to 2, 2 to 3, etc. till he reaches 10, where his school is situated. Lead him to the school, starting from number 1.

M(75)

VIS:MOT MAZE

OBJECTIVES:
1. To promote the development of visual motor coordination.
2. To develop the ability to follow a particular direction.
3. To enhance the development of concentration skills.

MATERIALS: Pencils worksheets (refer worksheet No.48).

PROCEDURE: Hand-out the worksheets and pencils to the children and give the instructions as mentioned in the worksheet.

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L(76)
VIS:MOT COMPLETING INCOMPLETE PICTURES

OBJECTIVES:
1. To promote the development of visual discrimination skills.
2. To promote the ability to identify missing parts and complete an incomplete picture.
3. To promote motor coordination.

MATERIALS: Worksheets (eg. refer worksheet No.49).

PROCEDURE: Distribute the worksheets to the children and ask them to complete the pictures. The emphasis should be not on their artistic ability, but whether they are able to identify the missing part and are able to substitute for it.

M(77)
VIS:MOT TRACING AND COPYING LETTERS

OBJECTIVES:
1. To enhance the development of visual motor coordination.
2. To enhance the ability to recognize letters.

MATERIALS: Worksheets with pictures of objects beginning with a particular letter, long with the mimeographed letter.

eg.

PROCEDURE: Hand-out the worksheets to the children. Ask them what they can see in worksheet (Ball). Ask them which letter they think the word 'Ball' begins with. Write B on the blackboard, asking children to observe you as you write. Then ask them to trace the letters. Later, they can be asked to copy (not trace letters).

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L(78)
VIS:MOT COPYING LETTERS

OBJECTIVES:
1. To promote visual motor coordination.
2. To enhance the ability to recognize letters.

MATERIALS: Worksheets (refer worksheet, Nos. 56, 60), pencils.

PROCEDURE: Ask the children to copy the letters.

ALTERNATIVE: Write different letters on the blackboard, emphasizing on how it is drawn and how it is different from the others. Ask them to give words beginning with that letter and then to copy the letter on their slates or in their notebooks. Ask them to hold up their slates or books in order that you may see if they have written it properly. Proceed as above with other letters, emphasizing on differences between similar looking letters. eg. - pointing to the differences in their curves.

L(79)
VIS:MOT COPYING WORDS

OBJECTIVES: 1. To promote visual motor coordination.
2. To promote the ability to discriminate between different letters.

MATERIALS: Develop worksheets having two to three letter words which children have to copy (refer worksheet No.63 for example), pencils.

PROCEDURE: Ask children to copy the words. Ask them to read out the letters in the word and also to identify the word.

ALTERNATIVE: Write words on the blackboard and ask children to copy on their slates or in their books.

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MATHEMATICS

MATHEMATICAL - OBJECTIVES

1. To develop skills promoting mathematical, logical and sequential thinking.
2. To promote a better understanding of order in the natural as well as the man-made world.
3. To develop an understanding of relationships eg. one-to-one correspondence, in the world around him.
4. To develop an understanding of some of the properties and characteristics of the objects in the environment.
5. To develop a positive attitude towards mathematics for later learning.

CONCEPT OF SIZE

SIZE DISCRIMINATION - OBJECTIVES

1. To enhance the ability to make relational and functional discrimination.
2. To enhance the ability to discriminate among similar objects.
3. To enhance the ability to discriminate objects with attributes that are obvious.
4. To enhance the ability to discriminate subtle differences in size among objects.
5. To promote sensory discrimination skills.
6. To improve the child's mental processes and skills with particular attention to conceptual skills.
7. To develop logical reasoning skills e.g., the ability to categorize concepts, deal with causal relations and exercise sequential thought.
8. To achieve a sense of self-direction.

M(1)

SZ:DIS BIG AND SMALL

OBJECTIVES: To enhance the ability to discriminate between big and small.

MATERIALS: Two different sized blocks (or pencils, or stones, or leaves).

PROCEDURE: Present the materials to the child and ask him to point to the block that is big, and that which is small. Repeat with other materials.

Refer Worksheets Nos. 1, 3a.

M(2)

SZ:DIS BIGGEST - MIDDLE ONE - SMALLEST

OBJECTIVES:
1. To enhance the ability to discriminate objects by size.
2. To enable the child to arrange objects hierarchically from largest to smallest.

MATERIALS: Three different sized blocks (or leaves, or stones, or pencils, or sticks, or cut-outs shapes).

PROCEDURE: Present the materials to the child and ask him to point to the size asked - smallest, middle one, largest. Repeat with other objects. Later ask him to arrange the set of materials in the order of size.
Refer Worksheet No. 5.

M(3)

SZ:DIS SERIALIZATION

OBJECTIVES:
1. To enable the child to discriminate objects by size.
2. To enable the child to arrange objects hierarchically, in the order of size.

MATERIALS: Six different sized leaves (or blocks, or pencils, or stones, or balls).

PROCEDURE: Give first, three leaves to the child and ask him to arrange in the order of size. Gradually increase the number of leaves and keep asking the child to arrange in order of size.

M(4)

SZ:DIS SERIALIZATION BY HEIGHT

OBJECTIVES:
1. To enhance the ability to make comparisons.
2. To observe the relationship of one size to another.
3. To enhance the ability to order by height.
4. To promote development of visual perception.

MATERIALS: Ten or more cardboard tubings cut into half inch graduated pieces.

PROCEDURE: Give the materials to the child and allow him to experiment until he has the cylinderical pieces in an orderly, progressive row.

M(5)

SZ:DIS SERIALIZATION BY LENGTH

OBJECTIVES:
1. To promote length discrimination.
2. To enhance the ability to see the relationship between objects.

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3. To promote eye-hand co-ordination.

MATERIALS: A large paint-brush, water colour, twigs of different lengths (or straws, or strips of paper).

PROCEDURE: Give the twigs to the child to paint. Then ask him to arrange hierarchically in the order of length.

M(6)

SZ:DIS SERIALIZATION OF BEADS

OBJECTIVES: 1. To promote the child's ability to arrange objects hierarchically, in the order of size, discounting irrelevancies.
2. To promote eye-hand co-ordination.

MATERIALS: Beads of different colours and sizes, strings.

PROCEDURE: Thread the beads according to their size from biggest to smallest. Ask the child to repeat the pattern.

ALTERNATIVE: Ask the child to string the beads according to size (without your providing a model).

M(7)

SZ:DIS SERIALIZATION OF SUBTLE DIFFERENCES IN SIZE

OBJECTIVES: 1. To promote ability to distinguish subtle differences in objects.
2. To promote ability to serialize objects with subtle differences.

MATERIALS: Same sized leaves with different sized stalks (or pictures of pencils of same length with different sized points).

PROCEDURE: Ask the child to arrange the leaves in the order of size. Repeat with other objects.

M(8)

SZ:DIS SERIALIZATION : COUNTING IN ORDER OF SIZE

OBJECTIVES: To enhance the ability to discriminate objects by size.

MATERIALS: Pencil, paper. Also Worksheet No.6, Crayons, scissors, glue, old newspaper.

PROCEDURE: Trace out the outline of your hand or a child's hand on the paper and ask the child to count the impression of the fingers in the order of size.
Refer Worksheet No.6, asking the children

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to colour the shapes, cut along the shapes, to arrange them in the order of size, and then to glue these in this order on newspaper.

M(9)

SZ:DIS SORTING OBJECTS BY SIZE

OBJECTIVES: To promote child's ability to discriminate size.

MATERIALS: Buttons of different colours and sizes, four of each kind (or beads, or pebbles, or leaves, or pencils).

PROCEDURE: Give the buttons to the child and ask him to sort/classify them into groups according to size.

M(10)

SZ:DIS SORTING OBJECTS BY SHAPE AND SIZE

OBJECTIVES; 1. To enhance skill in abstracting common properties of objects (shape and colour).
2. To enhance child's ability to classify objects in the order of size.

MATERIALS: A set of different sized stars, squares, and circles—seven of each, cut from construction paper. Each set should be of a different colour.

PROCEDURE: Give all the shapes to the child and ask him to sort them out according to the property that he finds alike (it could be shape or colour or both). Now ask him to arrange each set in the order of size.

M(11)

SZ:DIS INTERPOLATION

OBJECTIVES: 1. To enhance the ability to recognize extremes in a series of objects.
2. To enhance logical reasoning skills.
3. To enhance the ability to discriminate objects by size.

MATERIALS: Five different sized leaves (or blocks, or pencils, or sticks).

PROCEDURE: Give the child three leaves and ask him to arrange them in a hierarchical order. Then present the two remaining leaves and ask him

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smallest and biggest out of order and ask him to rearrange. Repeat with other objects.

M(12)

SZ:DIS INTERPOLATION

OBJECTIVES: 1. To enhance the ability to recognize extremes in a series of objects.
2. To enhance eye-hand coordination.
3. To promote the development of finer muscles.

MATERIALS Different sized squares drawn on papers, haphazardly, a pair of scissors, crayons, glue, old newspaper.

PROCEDURE: Handout the paper to the child and ask him to colour within the given shapes, then ask him to cut the shapes, compare the sizes, and then put them in order from the biggest to the smallest. Keep the smallest and the biggest out of order and ask him to point to them, and then to rearrange them in the proper order. Repeat with other sized squares. Later, the child can be asked to stick the coloured shapes in a hierarchical order on the newspaper.

SIZE MEASUREMENT - OBJECTIVES

1. To promote sensory discrimination skills.
2. To promote the concept of size.
3. To develop the concept that objects can be measured in terms of height, weight, length, breadth, etc.
4. To promote the concepts of long, tall, short, broad, narrow, fat, thin, etc.
5. To enhance achievement of good sensory motor coordination.
6. To promote thinking skills and perceptual-motor skill refinement.

M(13)

SZ½MES COMPARATIVES (Long, Shirt, Etc..)

OBJECTIVES: 1. To promote the concept of different comparatives.
2. To promote the ability to discriminate between tall and short, broad and narrow, fat and thin.

MATERIALS: A hard cover book, a piece of chalk, objects in the environment.

PROCEDURE: Ask a child to stand against the wall, with

straight line, touching the wall. With the book in right-angles with the head and wall, mark the child's height with chalk. Similarly, proceed with another child who is considerably taller or shorter, and ask the children "who is short, and wh is tall?" Making use of objects in the environment, promote the concepts of the other comparatives. e.g. By asking: "point to the fat stick, narrow pencil, etc." Refer Worksheets Nos. 2, 4b, 4c.

M(14)

SZ:MES MEASUREMENT BY STRING

OBJECTIVES: 1. To promote the ability to measure.
2. To enhance sensory-motor coordination.
3. To promote the concept of length.

PROCEDURE: Give children a string each and ask them to measure the length and breadth of their tables, the distance between two facing walls, distance between windows, etc. and compare the lengths by saying—"which is longer, the distance between the windows or the length of the table?"

M(15)

SZ:MES HEIGHTS OF TOWERS

OBJECTIVES: 1. To enhance gross motor coordination.
2. To promote the ability to measure.

MATERIALS: Blocks of different sizes (can be made from cartons, covered with construction paper), thick long strings.

PROCEDURE: Let children play with blocks, make towers etc. The teacher can intervene by saying, "Shall we measure and see whose tower is taller or shorter?" The teacher can help the children in measuring the towers with the help of strings, and compare the heights.

M(16)

SZ:MES MEASURING WITH HANDS

OBJECTIVES: 1. To promote the concept of measurement.
2. To promote the ability to count.

MATERIALS: None.

PROCEDURE: Measure the length and width of table (or blackboard, on a particular distance [illegible]

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floor) with hands. After demonstrating ask the child to do it.

M(17)

SZ:MES MEASURING BY FEET

OBJECTIVES:
1. To enhance good sensory-motor co-ordination.
2. To enhance perceptual-motor skill refinement.
3. To promote ability to measure.
4. To promote the ability to count.

MATERIALS: Chalk.

PROCEDURE: Make two children stand a little distant from each other. Draw-a-line joining the points where they are standing. Ask one of them to measure the distance with his feet.

M(18)

SZ:MES MEASURING CHILDREN'S HEIGHTS

OBJECTIVES:
1. To enhance the concept of height and measurement.
2. To enhance the ability to discriminate objects by height.

MATERIALS: Newspaper divided into six-inch squares all over, charcoal.

PROCEDURE: Spread out the newspaper on the floor. Select five children from the group, ranging from shortest to tallest. Ask them to lie flat on the paper and take their measurements, height-wise and ask "Are you taller or shorter than your friend? How can you findout?" (by counting the number of squares). "Find one person taller and one person shorter than yourself?"

M(19)

SZ:MES MEASURING WITH STRAWS

OBJECTIVES:
1. To enhance child's ability to measure.
2. To enhance thinking processes.
3. To promote understanding of the concept of length and width.

MATERIALS: Straws, mats (if mats not available, any other object like blocks, table-edge, or even wall could be utilized; a particular size of stick, twigs, broom could be used

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PROCEDURE: Give the children a handful of straws and ask them to measure the length and width of their mats. The length of the straws may not fit the mats exactly. Some may think of breaking the straws into pieces to fit the mats. In order that children may know how to speak out the measurement, you may illustrate by measuring your own mat and saying, "My mat is two straws and a little bit of another in length, and one straw and almost the whole of another in width". Soon the other children will catch on and begin breaking their straws.

M(20)
SZ
1-1:COR MATCHING LIDS WITH JARS

OBJECTIVES:
1. To enhance size relationships.
2. To develop eye-hand coordination.
3. To enhance the ability to make predictions and comparisons.

MATERIALS: Five (or more) jars with lids, each of a different circumference.

PROCEDURE: Give the materials to the child and ask him to match the lids with the bottles. Ask him why he has matched a lid with a particular bottle.

M(21)
S
1-1:COR MATCHING NUTS AND BOLTS

OBJECTIVES:
1. To enhance size relationships.
2. To develop eye-hand coordination.
3. To promote the development of finer muscles.
4. To enhance the ability to make predictions and comparisons.

MATERIALS: Five small nuts and bolts, five medium sized nuts and bolts, five large nuts and bolts (or different sized nails with corresponding sized holes in a wooden piece or pictures of different sized jars and lids).

PROCEDURE: Keep the nuts and bolts seperately and present the materials to the child and ask him to screw the bolts to the corresponding

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sized nuts. Ask him why he has screwed a nut with a particular bolt.

CONCEPT OF SHAPE

SHAPE MATCHING AND DISCRIMINATION - OBJECTIVES

1. To promote the ability to discriminate between different shapes.
2. To learn the similarities and differences of different objects.
3. To promote sensory discrimination skills.
4. To be able to abstract the common property of an object class and to categorize objects, accordingly.
5. To promote visual-motor coordination.

M(22)

SH:M SHAPES WITH SHAPES

OBJECTIVES: 1. To promote visual discrimination skills.
2. To enhance the concept of shape.

MATERIALS: Two identical sets of leaves, beads, stones, shape cut-outs (on cardboard), bottle lids, corks, stones, etc.

PROCEDURE: Present the materials to the child and ask him to match identical shapes, from the assortment of shapes and objects.

M(23)

SH:M SHAPES WITH OUTLINES

OBJECTIVES: 1. To enhance the ability to discriminate between different shapes.
2. To enhance the ability to compare and match a shape with its outline.
3. To enhance development of sensory skills.

MATERIALS: Leaves of different shapes (or flower petals, or lids, or flat stones), paper, pencil.

PROCEDURE: Trace the outlines of the leaves on the paper (or ask child to do it if he can). Remove all the leaves from their outlines, mix them together and then ask the child to match the leaves with their outlines, by placing the leaves, exactly on their outlines. Repeat with other objects and shapes.

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M(24)

SH:M MATCHING OBJECTS WITH OUTLINES

OBJECTIVES:
1. To enhance the development of visual discrimination skills.
2. To enhance one to one correspondence.
3. To enhance the ability to recognize shapes of objects and match them with their outlines.

MATERIALS: A large piece of cardboard (14" x 21") with plain paper pasted on it (or a large sheet of chart paper; or many old notebook covers with plain paper pasted on each); pencil; small objects: bottle-lids, dairy, key, chain, safety-pin, scissors, U-pins, toys, rubber-bands, rings, comb, corks, leaves, cut-out shapes, stones, and any other objects.

PROCEDURE: Draw the outlines of all the objects on the cardboard. Ask the child to place each object on its corresponding outline (in only one trial).

M(25)

SH:M MATCHING SHAPES WITH OUTLINES

OBJECTIVES:
1. To promote visual discrimination skills.
2. To enhance the ability to identify and match different shapes.
3. To promote the development of sensory skills.

MATERIALS: Cardboard (or old notebook covers), construction paper, glue, pencil, scissors, a large (10" x 15") cardboard (or chart paperP with white paper (or old newspaper of the size of the cardboard) pasted on it.

PROCEDURE: Paste the construction paper onto the cardboard piece. Draw different shapes such as those given below, and cut along the shapes. Trace the outlines of the shapes on paper. Present the child with all the shapes and ask him to match them with their correct outlines and to place them exactly on the outlines.

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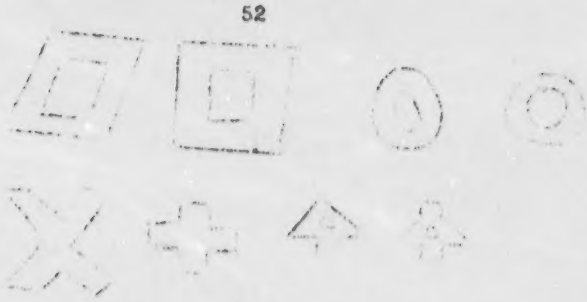

M(26)

SH:M COPYING A MODEL DESIGN

OBJECTIVES:
1. To enhance discriminative skills.
2. To enhance the ability to recognize difference in objects.
3. To enhance the ability to recognize and match identities.
4. To promote sequential thought.

MATERIALS: Beads of different shapes, colours, and sizes, two strings.

PROCEDURE: Ask the child to duplicate a model string of beads that you have made.

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M(27)

SH:M COPYING A PATTERN

OBJECTIVES:
1. To enhance the ability to perceive patterns.
2. To enhance the ability to match patterns.
3. To enhance the ability to recognize differences in shapes.
4. To enhance development of visual discrimination skills.
5. To enhance the development of sensory-motor skills.

MATERIALS: Two identical sets of different shaped and different coloured small blocks (or cardboard cut-outs with construction paper pasted on them, or small plastic blocks, or large petals of different flowers).

PROCEDURE: Make a pattern with one set of blocks. Ask the child to build an identical pattern e.g.,

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You can ask the child to name the shapes as he is building the pattern. Move from simple to complex.

M(28)

SH:M CLASSIFYING GEOMETRICAL SHAPES

OBJECTIVES:
1. To enhance visual discrimination skills.
2. To enhance the ability to discriminate between shapes and to categorize accordingly.
3. To enhance the ability to recognize different shapes.

MATERIALS: A large assortment of different shape cut-outs (from cardboard or chart paper), four empty cartons (or a large carton divided into four parts), marking pen (or ball point pen).

PROCEDURE: Draw the four basic geometrical shapes in the four cartons and ask the child to sort out the shapes into the appropriate box.

M(29)

SH:M CLASSIFICATION OF OBJECTS

OBJECTIVES:
1. To enhance the ability to discriminate between different shapes.
2. To enhance the ability to match similar shapes.

MATERIALS: Aretha-nut seeds, tamarind seeds, leechi seeds, and any other seeds available (or buttons of different shapes).

PROCEDURE: Keep all the seeds in a box and ask the child to classify them according to shape.

M(30)

SH:DIS FINDING THE ODD ONE OUT (BLOCKS)

OBJECTIVES:
1. To enhance the development of visual discrimination skills.
2. To enhance the ability to identify geometrical shapes.

MATERIALS: Geometrical shaped cardboard cut-outs (or small sized geometrical shaped blocks), at least six of each shape.

PROCEDURE: Present the child with six circles and one square and ask him to point to the one that is different. Similarly repeat with other shapes.

M(31)

SH:DIS FINDING THE ODD ONE OUT (OBJECTS)

OBJECTIVES: 1. To promote the development of visual discrimination skills.
2. To enhance the ability to identify geometrical shapes.

MATERIALS: An assortment of objects of one particular shape - say round (circles) with one shape that is different (say, square).

PROCEDURE: Ask the child, "From these objects which is different from the others?" If child is unable to answer, modify your question, "Look, there is one shape here that is not like the others. It is different from the others, which is it?" In the beginning you may give hints, e.g. "what are these shapes?- circles - okay, now which one is not a circle?"
Repeat with different shapes and ask the reason why he feels it is different.

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M(32)

SH:DIS FINDING THE ODD ONE OUT (USING PICTURES)

OBJECTIVES: 1. To promote the development of visual discrimination skills.
2. To enhance the ability to identify finer differences in shapes.

MATERIALS: Chart comprising of pictures in rows with one different from the rest (or simple shapes could even be drawn on the black-board) moving from obvious differences to subtle differences.

PROCEDURE: Ask the child, "In this row (pointing to the row) which is the picture different from the rest? Why?" Repeat with other pictures.

M(33)

SH:DIS FINDING TWO IDENTICAL SHAPES

OBJECTIVES: 1. To enhance the development of visual

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2. To enhance the ability to identify shapes.

MATERIALS: Geometrical shaped cardboard cut-outs: two squares, two rectangles, two triangles, two circles.

PROCEDURE: Give one square, one rectangle, one circle and two triangles to the child and ask him to find out two shapes that are identical, ask him the reason why he thinks they are identical, also ask him to identify the shape. Repeat with other shapes.

SHAPE RECOGNITION - OBJECTIVES

1. To enhance the ability to recognize different geometrical shapes.
2. To increase the ability to detect distinctive features of different shapes.
3. To promote the development of sensory discrimination skills.
4. To increase the ability to recognize shapes in different objects.

M(34)
SH:RECOG RECOGNIZING SHAPES

OBJECTIVES: 1. To enhance the ability to sort objects according to shape.
2. To enhance visual and tactile discrimination skills.

MATERIALS: Round objects: beads, buttons, bottle caps, pebbles, marbles, coins, etc. Square objects: Bolts, empty match-boxes, square shaped lids, cubes, dice, erasers, etc..

PROCEDURE: Give the objects to the child and ask him to sort them according to their shapes. Ask him to point to the round objects, and square objects.

M(35)
SH:RECOG SORTING AND COUNTING

OBJECTIVES: 1. To promote the ability to classify objects according to shape.
2. To promote the ability to match shapes.
3. To promote the ability to count categorically.

MATERIALS: A large assortment of different (geometrical) shaped objects.

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PROCEDURE: Present the materials to the child. Ask him to tell you the number of objects that have a particular shape - say: "round" (if child does not understand "round", point to one of the round objects and say - "how many objects have a shape like this?"). The child will have to count the round objects from the assortment of objects.
Repeat with other shapes.

M(36)
SH:RECOG CLASSIFYING AND RECOGNIZING

OBJECTIVES:
1. To enhance the development of the concept of geometrical shapes.
2. To promote the ability to classify and categorize geometrical shapes.

MATERIALS: Large assortment of geometrical shaped objects of different colours; a box divided into four compartments, with one of the geometrical shapes pasted on each of the compartments.

PROCEDURE: Mix all the objects together. Have the child sort the shapes into appropriately labelled compartments naming the shapes as he sorts them, and describing the characteristic features of each object, e.g. colour, material of which it is made, etc..
You can repeat this with more objects.

M(37)
SH:RECOG CLASSIFYING AND RECOGNIZING

OBJECTIVES:
1. To enhance the ability to classify and categorize shapes.
2. To enhance the ability to recognize basic geometrical shapes.
3. To enhance the ability to recognize similarities and differences and making comparisons.

MATERIALS: Cardboard (or thick covers of old note-books), pencil, ruler, compass for circles, construction paper - one sheet each of red, yellow and blue colours, glue.

PROCEDURE: Paste the construction paper on the card-board, draw geometrical shapes- square,

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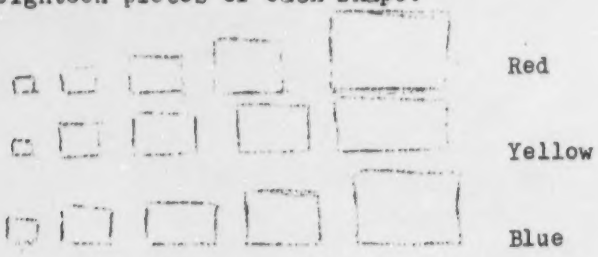
circle, triangle and rectangle - each shape of six different sizes in each colour, thus eighteen pieces of each shape.



PROCEDURE: Present the materials to the child and ask him to classify according to shape and colour. The child may also classify according to size and shape, or just colour. Ask him the colour and shape of some of the cut-outs.

N.B.: The materials used in this activity are multipurpose. They can be used for classification, serialization, shape concept, colour concept, number concept and size concept. More coloured shapes could also be introduced later (secondary, certairy colours).

M(38)

SH:RECOG FUN WITH RUBBER BANDS

OBJECTIVES:
1. To enhance the development of the concept of geometrical shapes.
2. To enhance the development of finer muscles.
3. To promote the ability to verbalize shapes.
4. To enhance development of visual discrimination skills.
5. To enhance the ability to count.

MATERIALS: Two identical square pieces (6" x 6") of plywood with nails hammered in rows at equal distance in both; large rubber bands of different colours.

PROCEDURE: Give the rubber bands to the child and ask him to make a triangle using three nails. You may specify the colour also to promote colour concept. Th first time you may

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a rubber band around a nail. Change the size of the triangle by calling out a different number. Repeat for different geometrical shapes. The other board could be used for demonstration, or for making a pattern which the child has to follow.

M(39)

SH:RECOG "FEEL AND RECOGNIZE!"

OBJECTIVES:
1. To enhance the ability to recognize different shapes.
2. To enhance the ability to verbalize shapes.
3. To enhance the ability to sort objects according to shape.
4. To promote tactile discrimination skills.

MATERIALS: Cardboard cut-outs of different shapes, different shaped objects.

PROCEDURE: Blindfold one child and ask him to pick any one shape from the box and to name the shape by feeling with hands. Give each child several chances. Help the child to hide it and let other children find it.

M(40)

SH:RECOG MEMORY

OBJECTIVES:
1. To enhance the ability to recognize basic shapes.
2. To enhance the ability to verbalize.
3. To enhance memory skills.

MATERIALS: Different coloured cut-outs of basic geometrical shapes.

PROCEDURE: As the child is playing, make a pattern of all the shapes, ask the child to close his eyes, remove one of the shapes, and ask the child, 'which is missing? Describe it'. Repeat, making different patterns, and using different shapes.

M(41)

SH:RECOG TRACING SHAPES

OBJECTIVES:
1. To enhance discrimination skills.
2. To enhance the ability to recognize different shapes and name them.

3. To enhance development of finer muscle coordination (readiness for writing).
4. To enhance the ability to recognize colours.

MATERIALS: Geometrical cut-outs (of cardboard) or geometrical shaped blocks; paper, pencil, crayons.

PROCEDURE: Supply the child with a paper, pencil and a block (or cut-out). Ask him to trace the outline of the block by placing it on the paper. Ask him to colour the outline, and to name the shape and colour.

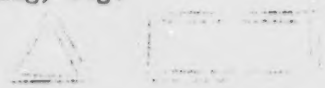
M(42)

SH:RECOG PATTERNS WITH STRAWS

OBJECTIVES:
1. To enable the child to discriminate between shapes.
2. To enhance logical thinking processes and the ability to predict.
3. To enable the child to form shapes, using different materials.
4. To enhance the ability to recognize shapes.

MATERIALS: About ten straws/or about ten chartpaper strips, about (1" x 5") in size (or twigs or thin sticks of a broom or match-sticks).

PROCEDURE: Ask the child to form different shapes from the straws. (You may demonstrate in the beginning) e.g.



The child can also make other designs. You may also ask him to copy certain patterns that have been drawn on the blackboard, with straws.

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M(43)

SH:RECOG PATTERNS WITH BLOCKS

OBJECTIVES:
1. To enhance the concept of geometrical shapes in the child.
2. To enhance the ability to discriminate geometrical shapes.
3. To enhance the ability to recognize geometrical shapes.

MATERIALS: Different sized blocks - two sets (or

PROCEDURE: Allow the child to construct different patterns and shapes from one set of blocks. With the other set, make shapes such as those given below and ask the child to arrange his set of blocks in an identical manner, and to describe the pattern, and identify each shape.

M(44)

SH:RECOG SHAPES WITH DOUGH/CLAY/PLASTICENE

OBJECTIVES:
1. To enable the child to make different geometrical shapes, by himself; and to identify them.
2. To develop sensory discrimination skills.
3. To enable the child to get opportunity to develop his tactile discrimination skills.
4. To enhance the development of the finer muscles.

MATERIALS: Some dough or clay or plasticene. Different shaped biscuit moulds, bottle-tops, coca-cola tops, etc..

PROCEDURE: Give the clay to the child to manipulate. Ask him to press and feel whether it is hard or soft. Ask him to make different geometrical shapes, and also to mould shapes with the help of biscuit moulds and bottle-tops, and ask him to describe them. These moulds could also be used as blocks, as in the previous activity.

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SHAPES IN NATURAL OBJECTS - OBJECTIVES

1. To enhance the ability to discriminate shapes as they occur in natural objects.
2. To promote thinking skills and processes.
3. To promote the development of visual discrimination skills.
4. To develop the ability to recognize and match identities.
5. To develop the ability to discriminate among items quite similar in shape, colour, texture, weight, and other properties.

M(45)

NAT:SH SHAPES IN DIFFERENT OBJECTS

OBJECTIVES: To enhance the ability to recognize basic shapes in different objects.

MATERIALS: Book, ball, tin can, pencil, ruler, rubber, square shaped box, a round lid (and any other objects with a definite basic shape).

PROCEDURE: Hold each object, one oy one, against the light and ask the child to observe the shadow of each object and ask him the shape of each (book - rectangle, ball - circle, tin can - circle and rectangle, pencil - triangle at the point, and rectangle for the long, narrow portion).

Hints for the teacher: Instead of the shadow, the objects can also be shown directly to the child and the shape can be pointed out if the child cannot discriminate the same. Other objects in the enrivonment can also be used.

M(46)

NAT:SH TRACING SHAPES IN PICTURES

OBJECTIVES: 1. To enable children to identify shapes as they occur in objects which they may encounter in their day to day life.
2. To enhance visual discrimination skills.
3. To promote the development of finer-muscle coordination.

MATERIALS: Pencil, magazine pictures with definite geometrical shapes, scissors.

PROCEDURE: Begin by tracing the outline of the geometrical shapes in magazine pictures and asking the child to identify. Later you can draw dotted line around the shapes and the child can be asked to draw once on it. He can then cut it and paste it in his scrap book. When the child seems to have learnt the technique, ask him to identify and trace out geometrical shapes in magazine pictures.

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M(47)

NAT:SH SHAPES IN GRAINS

OBJECTIVES: 1. To enhance the ability to recognize different changes in natural objects.
2. To enhance the ability to discriminate

3. To enhance the ability to classify according to shapes.

MATERIALS: Peanuts, dry peas, gram (chana), rice, two plates.

PROCEDURE: Put the peanuts and rice in one plate, and the peas and gram in the other. Ask the child to classify (by discrimination between similar shapes) and identify the shapes. Can repeat with other grains.

M(48)

NAT:SH SHAPES IN VAGETABLES AND FRUITS

OBJECTIVES: 1. To enhance the ability to identify shapes as they occur in natural objects.
2. To enhance the ability to discriminate between similar shaped objects.

MATERIALS; Onion, bottle gourd, carrot, radish, potato, tomato, lemon, plums, etc.

PROCEDURE: Show each vegetable/fruit to the child and ask him to describe the shape, e.g. bottle gourd-long, carrot-long and triangular. The activity can be repeated by using different shaped flower petals, leaves, buds, twigs, stones.

M(49)

NAT:SH RIDDLES OF FRUITS AND VEGETABLES

OBJECTIVES: 1. To enable the child to identify shapes in natural objects.
2. To enable the child to discriminate between similar objects.
3. To promote the ability to verbalize.

MATERIALS: None.

PROCEDURE: Riddles can be formulated at any time in the class. Some examples of riddles are:

- I have a round shape.
- I am red in colour.
- I have juice in me.
- What am I?

(Tomato)

- I have a long shape.
- I have a greenish yellow peel.
- I am white inside.
- Monkeys love to eat me.
- What am I?

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Such simple riddles are loved by children and you may find some of them forming their own riddles and asking the class.

Hints for the teacher: If you feel the children are far too young, you may place all the vegetables and fruits (or their pictures) before the children as you ask the riddles, and the children have to point to the correct item).

M(50)

NAT:SH SHAPES OF PARTS OF THE BODY

OBJECTIVES: 1. To enhance the ability toward an understanding of himself.

2. To enhance the ability to recognize shapes in natural objects.

MATERIALS: Blackboard and chalk (or a large picture of a human face and a pencil), mirror.

PROCEDURE: Draw a human face on the board and ask the child to identify the shape of the face, forehead, eyes, nose, lips and teeth. Now give the mirror to the child and ask him to describe the shape of his face, forehead, eyes, nose, lips and teeth.

Hints for the teacher: If mirror is not available, then children can even look at each other's face and describe the shapes.

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SHAPE PUZZLES - OBJECTIVES

1. To promote logical thinking processes.
2. To enhance the ability to solve problems.
3. To increase the ability to detect distinctive features of an object.
4. To promote the ability to recognize different shapes.
5. To enhance the ability to perceive the relationship between shapes/objects.
6. To enhance the ability to perceive part-whole relationships.
7. To enhance perception of conceptual differences and similarities within and between common geometrical figures.
8. To enhance perceptual-motor skill refinement.

M(51)

SH:PUZ PUZZLES OF GEOMETRICAL FIGURES

OBJECTIVES: 1. To increase the ability to discriminate among different geometrical shapes.

2. To increase the ability to perceive the relationship of part to whole and match.

3. To enhance perceptual-motor skill refinement.

MATERIALS: Cardboard cut-outs (with construction paper pasted on each) of the basic geometrical shapes - atleast five of each. Draw lines such as the following on each of the shapes, leaving one of each shape as whole (for comparison) and cut along the lines.

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PROCEDURE: Give a whole shape and one shape-puzzle at a time to the child. He has to join the pieces, keeping the whole shape as a model. Move from simple puzzles to more complex ones. Also ask the child to identify some of the shapes.

M(52)

SH:PUZ PICTURE PUZZLES

OBJECTIVES: 1. To promote the development of logical thinking processes.

2. To enhance the ability to perceive relationships among parts of objects/pictures and to arrange the pieces in a meaningful manner.

3. To enhance the development of visual discrimination skills and perceptual motor skills.

MATERIALS: Old magazine pictures, having distinct outlines of the objects or figures, cardboard of the size of the pictures, glue, pencil, scissors.

PROCEDURE: Paste the picture onto the cardboard. Divide the picture into four to five parts by drawing lines over the picture, such that each part of the puzzle would have some distinct relationship with the others. Cut along the lines. Present the child with the

puzzle pieces and ask him to put them together in a meaningful manner. Start with simple puzzles and move onto complex ones, increasing the number of pieces of the puzzles.

M(53)

SH:PUZ MATRIX PUZZLE (BASED ON PIAGETIAN MODEL)

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OBJECTIVES:
1. To enhance the ability to extract common properties (or attributes) of a class of objects.
2. To increase the ability to match objects on the basis of the common extracted properties.
3. To enhance the ability to extent the class to incorporate all objects, which possess that property.
4. To promote the development of logical and sequential thinking processes.

MATERIALS: Three picture-cards each of:
- a large red flower,
- a small red flower,
- a large yellow flower,
- a small yellow flower,
- a large red apple,
- a small red apple
- a large yellow apple,
- a small yellow apple,
- in all twenty-four cards.

PROCEDURE: Arrange and rearrange cards in horizontal and vertical rows, leaving a blank space for the child to complete by selecting a picture card from a number of choices of apples and flowers that have been kept aside, by having to identify certain logic in the arrangement.

Hints for the teacher: To make the job simpler for yourself, you can prepare worksheets for each kind of arrangement, with a blank space, and have just one card each for each attribute i.e. in all eight cards from which the child has to select one for a particular worksheet.

CONCEPT OF QUANTITY-OBJECTIVES

1. To promote the ability in the child to think and relate in quantitative terms.
2. To promote the ability to discriminate between different quantities.
3. To promote the ability to classify objects by their weights.
4. To promote the ability to count objects in a meaningful manner.
5. To promote the ability to recognize number symbols.
6. To promote the ability to perform the operations of addition and substraction in a meaningful manner.
7. To promote the ability to conserve.

M(54)

QTY:TH FEW-MANY, MORE-LESS

OBJECTIVES: 1. To enhance the ability in the child to think and perceive in quantitative terms.
2. To promote the ability in the child to discriminate between 'few' and 'many'.

MATERIALS: About twenty beads (or leaves, or small stones, or geometrical shaped cardboard cut-outs).

PROCEDURE: Place the beads before the child and ask him to make two clusters - one having many beads, and the other having few beads. Then ask him which cluster has more beads and which has less beads, and ask him the reason for his answer. Repeat with other materials.

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M(55)

QTY:TH MORE-LESS

OBJECTIVES: 1. To promote the ability in the child to discriminate between different quantities in terms of more and less.

MATERIALS: Two identical glasses (transparent) or bottles, coloured water, a container for the water, a small sized plastic glass (or (katori') for transferring the liquid from one container to the other.

PROCEDURE: As the child is pouring out the water into different containers, ask him (or you do it) to pour out different quantities of the liquid into the two identical glasses, with the help of the plastic glass (say—two in the first and four to five in the second) and ask him which glass has more liquid and

which has less. Also ask "In which glass in the height of the liquid more than the other? or is it the same? Are the heights of the glasses same or different"?

M(56)

QTY:TH MORE-LESS

OBJECTIVES:
1. To promote the ability to discriminate between different quantities, in terms of more and less.
2. To enhance the ability to discriminate between objects in terms of their unique observable characteristics.

MATERIALS: Beads: 10 red, 5 green, round beads; 20 red, 5 green, square beads (or cardboard cut-outs of geometrical shapes of different colours and sizes, many leaves of two different shapes, ten of one shape and five of the other shape).

PROCEDURE: Present the materials to the child and ask him to classify them into sets, as he wishes (could be on the bases of colours or size or shape). Now, put questions like, "Are there more red beads or green beads". "Why"? Are there more square beads or round beads?" "Why"? Repeat with other objects.

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M(57)

QTY:TH MORE-LESS

OBJECTIVES:
1. To promote the ability to think quantitatively in terms of more and less.

MATERIALS: About twenty beads (or stones, or leaves or grains).

PROCEDURE: Make the child sit opposite you. Place about fifteen beads near him, and five on your side. Ask "Who has more beads?" "Who has less beads?" "Why?"
Now remove above ten beads from his side and put them on your side and repeat the question. Keep doing this till the child is able to answer spontaneously without making any mistakes. Instead of making the child sit opposite you, you can even, ask two children to sit, facing each other, or ask a group of five children to make a small

M(58)

QTY:TH MORE-LESS

OBJECTIVES: To enhance the development of the concept of more and less.

MATERIALS: None.

PROCEDURE: Ask the children to divide themselves into two groups—boys and girls, and ask, "Are there more boys or more girls in the class". Do this only if the difference is obvious, without having to count; otherwise call about ten girls and five boys before the class and ask whether there are more boys or more girls; or less boys or less girls. Proceed similarly, taking a particular characteristics, like boys wearing half-pants and those wearing full-pants; girls with long hair, and those with bobbed hair, etc..

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M(59)

QTY:TH MORE-LESS, FEW-MANY

OBJECTIVES: 1. To enhance the development of quantitative thinking in terms of few, many; more-less.
2. To promote the ability to discriminate between different geometrical shapes.
3. To promote the concept of laterality.

MATERIALS: Blackboard, chalkstick (or flannel board, cardboard cut-outs of geometrical shapes with sand paper pasted behind), or blocks of two different shapes or colours.

PROCEDURE: Draw a cluster of about six squares on the left side of the board and ten circles on the right side. Ask the following questions, one by one: "Are there more squares or more circles"? "Which side of the board has more number of shapes - the right side or the left side"? and so forth. Repeat with other objects.
Refer Worksheets, Nos.7-13, asking children to colour the side having less/more, or few/many number of objects.

M(60)

WT:DIS HEAVY-LIGHT

OBJECTIVES: 1. To promote the development of the concept of weight.

2. To develop the ability to discriminate objects by their weight.

MATERIALS: A "katori" each of plain rice and puffed rice; a wooden block and an iron block of the same sizes; two identical cans- one empty and the other full of water, two stones of different sizes; two cigarette boxes, one filled with stones, the other filled with mud; a small glass bottle and a small plastic container (approximately of the same sizes), etc..

PROCEDURE: Allow the child to handle each set of objects, and ask "which is heavy and which is light?" Also ask; why do the two cans (one empty, the other filled with water) weigh differently? Proceed as above with other sets of objects.

M(61)

WT:DIS HEAVY-LIGHT

OBJECTIVES: To promote the ability to discriminate objects by weight.

MATERIALS: Two pictures - one depicting a man lifting a heavy weight, and the other depicting a man lifting a light weight - with the proper facial expression, etc.. sets of objects used in the previous activity.

PROCEDURE: Show the two pictures to the child and ask him to describe them. Then give him the paired objects and let him classify them in the heavy and light categories by placing them before the appropriate picture. Repeat with objects having a little less obvious differences in weight e.g. a can, half-filled with water and another, three-fourths filled with water, etc.
Refer Worksheet No.4a.

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M(62)

WT:DIS CLASSIFICATION BY WEIGHT

OBJECTIVES: 1. To enhance the ability to discriminate weight.

2. To enhance the ability to classify objects by weight.

MATERIALS: Three cigarette boxes (or match boxes), each having different number of stones such that their weights can be easily compared and discriminated. (Cover the boxes with construction paper).

PROCEDURE: Allow the child to handle the boxes and ask him to point to the heaviest, the lightest and the middle one. Now ask him to place them in order of their weight, from heaviest to lightest.

M(63)
WT:DIS SERIALIZATION BY WEIGHT

OBJECTIVES:
1. To enhance the ability in the child to classify objects by weight.
2. To develop the ability to discriminate finer differences in weight, and to arrange objects hierarchically, by weight.

MATERIALS: Ten cigarette - boxes (or match boxes) each having different number of small stones or grains, such that the weight of each as different. (Cover each box with construction paper, any one colour to make it look more attractive).

PROCEDURE: Present the boxes to the child and ask him to manipulate and arrange in order, hierarchically from the heaviest to the lightest. (Can repeat with closed cans of different quantities of water).

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M(64)
OBJ:CO SONGS AND STORIES

OBJECTIVES:
1. To develop the concept of numbers.
2. To enhance child's enjoyment with numbers.

MATERIALS: Songs and stories having numbers from 1 to 10. E.g. the wolf and the seven kids.

PROCEDURE: Make the children sing the songs emphasizing on the numbers. Narrate stories with the help of flash cards or picture books. Here also emphasize on the numbers of objects or persons in the story, asking children to count on their fingers.

M(65)
OBJ:CO COUNTING CHILDREN

OBJECTIVES: 1. To enhance the concept of more and less,

2. To promote the ability to count objects.

MATERIALS: None.

PROCEDURE: Call two boys and one girl in the front and ask the class - "Are there more boys or more girls here? Why do you think so? Shall we count and see?" Call a few more children in the front, and similarly let the children count and find out the number of boys and girls, and thus find out whether there are more number of boys or more number of girls.

M(66)

OBJ:CO COUNTING OBJECTS IN ENVIRONMENT

OBJECTIVES: 1. To promote the development of quantitative thinking.

2. To promote the ability in the child to perceive objects around him in quantitative terms, and to enhance the ability to count them.

MATERIALS: None.

PROCEDURE: Ask the child - "Are there more windows in the room or more doors"? "How can you say that?" "Shall we count and see?" Either allow a child to count or you count along with the child. Ask each child to count the number of buttons on his/her dress and (you) write the corresponding numbers on the board. Let a child count the number of trees in the playground, the number of siblings each has, the number of charts in the classroom, the number of doors, walls, etc.. Each time write the corresponding number, along with the object name and follow the same procedure with other objects in the environment, also the days of the week, etc..

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M(67)

OBJ:CO COUNTING OBJECTS DRAWN ON BOARD

OBJECTIVES: 1. To enhance the ability in the child to count objects.

2. To promote the concept of laterality.

MATERIALS: Blackboard and chalkstick.

PROCEDURE: Draw a number of shapes - say triangles on the blackboard and ask the child to count,

and (you) write the corresponding number. Erase it. Now draw a number of shapes on the left side of the blackboard and a number of shapes on the right side. Ask "How many shapes are there on the left side?" Let the child count and you write the corresponding number below it. Similarly proceed with the right side, and repeat with other shapes and other number of objects.

M(68)

OBJ:CO COUNTING OBJECTS

OBJECTIVES:
1. To promote the development counting skills in the child.
2. To promote the ability to count number of objects corresponding to the number called out.
3. To promote the ability to discriminate between numbers.

MATERIALS: Objects in the environment.

PROCEDURE: Ask each child to collect ten stones (or fallen leaves) from the playground. Make them sit in a circle, and ask them to place the stones in front of them. Ask them to count a particular number of stones - say - three and to keep them aside. Similarly, repeat with other numbers. Write the numbers as you call each out, so that child would relate number symbol with number of objects. Keep asking questions like: "Which is more? which is less? Why do you think so?" etc..

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M(69)

OBJ:CO COUNTING PARTS OF BODY

OBJECTIVES: To develop the ability to count.

MATERIALS: None.

PROCEDURE: Ask the children to count their hands, legs, feet, head, ears, eyes, nose, mouth, neck, etc. and move on to fingers of one hand, and then total number of fingers in both the hands.

M(70)

OBJ:CO COUNTING OBJECTS

OBJECTIVES: To enhance the ability to count objects.

MATERIALS: Stones, leaves, match-boxes, cigarette boxes,

beads, blocks, chalksticks (at least ten of each); baskets for each set of objects.

PROCEDURE: Keep all the objects in different baskets and give a basket to each child. Ask the children to count two objects and to place them outside the basket. Look around and check if each of them is doing it correctly. Ask them to put the objects back, and similarly go on to higher numbers, till ten. Keep writing the numbers on the blackboard as you speak them out, and ask the children to look at the written symbols on the board.

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M(71)

OBJ:CO OBJECT COUNTING

OBJECTIVES: 1. To promote the ability to count.
2. To promote laterality.

MATERIALS: None.

PROCEDURE: Ask the child to place his right (or left) hand before him, and to count the number of fingers he has. When he can count without any mistakes, move on to counting fingers of both the hands together, then counting the toes. Can do with other objects, as well, such as, stones, beads, etc..

M(72)

OBJ:CO JUMP AND COUNT

OBJECTIVES: To enhance the ability to count.

MATERIALS: None. (alternative: a tambourine on a steel plate and spoon may be used).

PROCEDURE: Tell the children that they have to jump the number of times, corresponding to the number called out, and to count as they jump. Similarly ask them to hop number of times, corresponding to the number of times you beat the tambourine (or the spoon on the steel plate).

M(73)

OBJ:CO COUNTING FOOT-STEPS

OBJECTIVES: 1. To promote gross-motor development.
2. To enhance the ability to count objects.
3. To enhance the ability to discriminate between more and less, longest and shortest (quantitative thinking).

MATERIALS: A stick to draw on the playground (or, charcoal or chalk, if game is played indoors).

PROCEDURE: Draw a line and ask about 5 children to stand on it. Mark the points where they are standing. Then ask them to jump across. Mark the points where they land. Join the points to their starting points and ask them to measure the distance with their foot steps and to compare who has jumped the shortest distance, and the longest distance, in terms of number of steps. You can also ask them to measure with the help of strings and to compare the lengths.

M(74)

OBJ:CO FUN WITH STICKS

OBJECTIVES: 1. To develop an ability in the child to count.
2. To develop quantitative thinking (more-less)
3. To enhance the ability to discriminate and form different geometrical shapes.

MATERIALS: About 20 thin-small sticks of a broom (or straws, or match-sticks, or wooden sticks, or icecream spoons); a box or a basket for the sticks.

PROCEDURE: Ask the child to pick up five sticks from the box and let him arrange them as he pleases. Ask him to put them back, and similarly call out different numbers and ask him to arrange the sticks into the forms of different geometrical shapes. Ask him to count the number of sticks in each shape and to say which shape has more and which shape has less number of sticks, also which has most and which has least number of sticks.

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M(75)

OBJ:CO COUNTING ON PEG-BOARD

OBJECTIVES: 1. To promote the ability to count.
2. To promote the concept of one to one correspondence.
3. To develop eye-hand coordination, and finer-muscle coordination.
4. To enhance the concept of colour and shape.
5. To promote quantitative thinking.

MATERIALS: Peg-board, with pegs of different colours (or a game of checkers).

PROCEDURE: Give the peg-board to the child and ask him to arrange the pegs of one particular colour .g. yellow at one end of the board. Then ask him to count an equal number of red pegs and to peg them on the opposite end. Repeat with other pegs. You can also ask the child to make a geometrical shape from the pegs of a particular colour, or you can make it and ask him to count number of pegs on each side, and total number of pegs. Also ask him whether there are more red pegs or more green pegs, etc.

M(76)
OBJ:CO GAME OF DICE

OBJECTIVE: 1. To promote the ability in the child to count.
2. To enhance the ability in the child to learn to play with others cooperatively (social development).

MATERIALS: A rubber or a wooden dice with dots from 1 to 3 (or 1 to 6); 4 to 5 ice-cream cups (or small tins or small baskets), 60 beads, cardboard box for the beads.

PROCEDURE: This game can be played by 4 to 5 children at a time. Make the children sit in a circle. Place the cardboard box of beads in the centre, and give an ice-cream cup to each player. Ask the children to spin the dice, taking turns and to collect the corresponding number of beads from the box and to put them in their cups. At the end of the game, when the box gets empty, ask each child to count the beads in his cup, and to compare with the others, as to who has the most and who has the least number etc. At a later stage the game can be played with dice marked with number symbols instead of dots.

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M(77)
OBJ:CO SORT AND COUNT

OBJECTIVES: 1. To promote the ability in the child to count objects.

2. To promote the development of visual and tactile discrimination, and finer - muscle control.

MATERIALS: 60 seeds and buttons of different kinds; 10 ice-cream cups with construction paper pasted on them and dots from 1 to 10 marked on them.

PROCEDURE: Present the assortment of seeds and buttons to the child and the marked cups. Ask him to count the dots on each cup and to put the corresponding number of similar seeds or buttons in each. Then, ask him to arrange the cups in a sequence, from 1 to 10.

M(78)

OBJ:CO COUNTING CLOTHES' PEGS

OBJECTIVES: 1. To enhance the ability in the child to count objects.

2. To promote the ability in the child to match similar number of objects.

MATERIALS: 10 cardboard cards, with dots from 1 to 10 on them, atleast 55 clothes' pegs (or U-pins).

PROCEDURE: Ask the child to count the number of dots on each card and to peg corresponding number of pegs on each. Later, ask him to arrange the cards in a hierarchy from 1 to 10.

M(79)

OBJ:CO LEAVES ON TREES

OBJECTIVES: 1. To enable the child to learn how to count.

2. To promote the development of finer muscle coordination.

MATERIALS: Different sized tree outlines drawn on a paper (may use newspaper), small sized leaves that children can be asked to collect during their nature-walk or outdoor play (or leaves out from green construction paper); glue.

PROCEDURE: Ask the child to glue as many leaves as possible on the upper portion of the trees, and to count the number of leaves in each tree. Also ask the child to arrange the trees in a sequence according to the number of leaves each has.

Hints for the teacher: At a latter stage you may ask him to match number, symbol cards with the trees or to write the number symbol on each tree corresponding to the number of leaves each has.

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M(80)

OBJ:CO MATCHING

OBJECTIVES: 1. To promote the ability to count objects.
2. To develop eye-hand coordination and finer muscle control.

MATERIALS: Ten cards with dots from 1 to 10, along with the corresponding number symbol written on each; 55 beads (or cubes, or buttons, or seeds).

PROCEDURE: Ask the child to place a bead on each dot and count number of beads on each card and then to arrange the cards in a sequence.

M(81)

OBJ:CO

1-1:COR MATCHING NUMBER OF OBJECTS

OBJECTIVES: 1. To enhance the ability of the child to count objects.
2. To promote one to one correspondence.
3. To enhance the ability to relate number of objects with a particular number symbol.

MATERIALS: Flannel board, geometrical cut-outs backed with sand paper (or any pictures backed with sand paper). Numbers from 1-10 written on small cards backed with sand paper.

PROCEDURE: Mount a number of shapes on the flannel board in a row. Ask the child to count. Give him other shapes and ask him to fix the same number of shapes onto the flannel board by mounting a shape cut-out each for every cut-out that you have placed. Write the number on the blackboard, and mount the corresponding number card on the flannel board.
Repeat with other numbers.

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M(82)

OBJ:CO

1-1:COR MATCHING BEADS WITH DOTS

OBJECTIVES: 1. To promote the ability in the child to count objects.
2. To promote the ability to count objects equal to the number of dots given (one to one correspondence).

MATERIALS: Ten ice-cream cups (or ten identical small sized tins), with construction paper pasted

on each and dots and numbers from one to ten on them; fifty-five beads (or small stones or seeds of tamarind, aretha; straws or small sticks or buttons).

PROCEDURE: Present the materials to the child and ask him to match number of beads with the number of dots on each cup. You may demonstrate once if the child does not understand. Repeat with other objects such as stones, seeds, etc. Refer Worksheets, Nos.14b, 15, 17.

M(83)
OBJ:CO
1-1:COT BOTTLES AND BOTTLE-TOPS

OBJECTIVES:
1. To enhance the ability in the child to count objects.
2. To promote the concept of one to one correspondence.
3. To promote the development of eye-hand coordination, and the development of the finer muscles.

MATERIALS: Ten identical bottles with their tops (or small boxes with their lids or 10 faces cut-outs on cardboard and ten caps (cut-out on cardboard) for matching with the faces.

PROCEDURE: Remove the bottle tops from their bottles in front of the child. Ask him to count the bottles and to tell you how many bottle-tops will be required for that many bottles and to count the required bottle tops. Remove three bottles, and repeat. Similarly, repeat with the other objects.

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M(84)
OBJ:CO
1-1:COR SNACK TIME

OBJECTIVES:
1. To promote the concept of one to one correspondence.
2. To enhance the ability to count.

MATERIALS: Dishes or plates for each child in the class, during snack time.

PROCEDURE: Ask the child to tell you how many plates are needed by counting the number of children in the group.

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Keep 3 plates less than the number of children. Ask a child to count and say how many more plates will be required and the reason for the same.

M(85)

ORD:POS CHALK FIGURES

OBJECTIVES:
1. To develop the concept that number can be used to designate in the position in a series.
2. To enhance the ability to count.
3. To promote laterality.

MATERIALS: Blackboard and chalk (or flannel board and cut-outs with sand paper pasted behind each).

PROCEDURE: Draw five figures on the board and ask the child can you tell me the position of the circles? Where is the first circle? Which is the second? Call their attention to the similarity of the words: three - third, four-fourth, five - fifth, etc.. Similarly, go on till the 10th circle or any other shape, gradually.
Worksheets similar to worksheet No.16a can be prepared and given to children.

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M(86)

ORD:POS ORDINAL POSITION

OBJECTIVES:
1. To develop the concept of ordinal position.
2. To promote the concept of colour and shape.

MATERIALS: The geometrical cut-outs of different shapes and colours backed with sand paper, flannel board.

PROCEDURE: Arrange cut-outs in a row (horizontal or vertical) and ask questions like: What is the colour of the third shape? What is the position of the red square? etc..

M(87)

ORD:POS SEQUENCE CARDS

OBJECTIVES:
1. To promote the concept of ordinal position.
2. To enhance sequential thought.
3. To promote language development.

MATERIALS: A series of action pictures, flannel board.

PROCEDURE: Arrange the pictures in a sequence and ask the child questions like: What is happening in the first picture? Why is the child

crying in the second picture? Give the picture to the child and ask him to re-arrange in a sequence asking him to point to the position called out by you.

M(88)

ORD:POS POSITIONS IN THE ENVIRONMENT

OBJECTIVES: 1. To promote the concept of ordinal position.
2. To promote the concept of laterality.
3. To develop the ability to count.

MATERIALS: Materials in the environment.

PROCEDURE: As the children are sitting in rows, when you ask any question, instead of calling out the name of a particular child, say the second child from the left in the first row will answer, who, is that child? "Yes, 'Sandeep' you are the one". "Which is the first row? Left side? Second child?" Similarly, you can also ask questions like which is the third window from this side? The fifth tree? The seventh block? etc..

M(89)

NO:MAT MATCHING NUMBER SYMBOLS

OBJECTIVES: 1. To promote the ability to match similar number symbols.
2. To promote the development of visual discrimination skills.
3. To enhance eye-hand coordination.

MATERIALS: Flannel board, number symbol cards backed with sand paper at least two cards of each number symbol, from 1 to 10.

PROCEDURE: Keep a set of the number symbols with you, and distribute the other(s) to the children. Mount a number card onto the flannel board, and ask the children to look at their own cards and find out if any of them have the same number. Ask the child who has the same number card to mount his card also onto the flannel board, and to say the number symbol. Repeat with the rest.
Refer Worksheet No.14a.

Hints for the teacher: The same sets of cards could also be given to an individual child and he could be asked to match similar numbers.

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